THE USE OF ENGLISH AS THE LANGUAGE OF LEARNING AND TEACHING TO GRADE 1 ISIZULU-SPEAKING LEARNERS

by

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DECLARATION

I declare that the dissertation entitled THE USE OF ENGLISH AS THE LANGUAGE OF LEARNING AND TEACHING TO GRADE 1 ISIZULU-SPEAKING LEARNERS is my own work.

It was submitted at the University of South Africa (UNISA) for a Masters' degree in Education with specialisation in Curriculum Studies.

It has never been submitted at any other institution.

All sources used have been indicated and acknowledged.

DEDICATION

This study is dedicated to my late daughter,

Sinenhlanhla Nondumiso Charlotte Sibisi

who passed away on the 18th of April 2015 at the age of 26

while pursuing her honours degree in Psychology

at the

University of KwaZulu Natal (UKZN), Howard College.

MHSR

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ABSTRACT

The decision by some public primary schools situated in the King Cetshwayo District, in KwaZulu Natal, South Africa, to use English as language of learning and teaching (LoLT) in teaching isiZulu-speaking learners in Grade 1 classrooms, is a matter of concern. English is not the learners' home language and the practice is also against the policy of the Department of Basic Education. In considering the recommendation by the South African Constitution, Acts and language policies of the country, it is expected to see all Foundation Phase (Grade R-3) learners being taught in their home language.

The aim of this study was to explore the use of English as LoLT in teaching Grade 1 isiZulu-speaking learners. The interpretivist/constructivist paradigm underpinned the study as did the Language Acquisition Theory proposed by Skinner and Teacher Efficacy Theory by Bandura. This study adopted a qualitative multiple-case study as it aimed to explore the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners. One-on-one, semi-structured interviews, observations and document analysis were used as data collection instruments. A purposive sampling of six Grade 1 teachers from three public primary schools was employed. Thematic data analysis method was used to analyse collected data. Data collected were analysed, categorised into codes and themes were identified.

Overall, it was found that the communities regard the schools, offering English as the LoLT in teaching Grade 1 IsiZulu-speaking learners, as the best performing schools, though the language policy was not taken into consideration and the teachers are challenged in using the target language in their teaching. It was found that five Grade 1 teachers used English in conjunction with isiZulu and only one teacher used a minimal amount of isiZulu to clarify concepts for learners to understand. It was concluded that some teachers found themselves frustrated in using English as the LoLT due to lack of proper mentoring and support from the School Management Teams (SMTs). It is recommended that the provincial Department of Education, under the leadership of the Member of the Executive Council (MEC), should review the language policy and give some clarity to ensure that schools receive guidance on how to choose the most appropriate LoLT. It is also recommended that the SMTs should

provide the proper mentorship programmes, especially for teachers who are new in the school where English is used as the LoLT.

SESOTHO

NAHANA

Qeto ea likolo tse ling tsa mathomo tsa sechaba tse seterekeng sa King Cetshwayo, KwaZulu-Natal, Afrika Boroa, ho sebelisa Senyesemane e le puo ea ho ithuta le ho ruta (LoLT) ho ruta bana ba buang Senyesemane lihlopheng tsa 1 tsa phapusi, ke taba ea ho ameha. Senyesemane hase puo ea lehae ea liithuti ebile mokhoa ona o khahlanong le leano la Lefapha la thuto ea motheo. Ha re hlahloba khothatso ea Molao-motheo oa Afrika Boroa, Liketso le lipuo tsa puo tsa naha, ho lebeletsoe ho bona liithuti tsohle tsa thuto ea Sehlopha sa Motheo (R-3) li rutoa ka puo ea habo bona.

Sepheo sa thuto ena e ne e le ho hlahloba tšebeliso ea Senyesemane joaloka LoLT ho ruta barutoana ba 1 ba buang Senyesemane. Paradigm ea li-interpretivist / constructivist e ile ea tšehetsa thuto joaloka Sephiri sa Thekiso ea Lipuo e hlalositsoeng ke Skinner le Teacher Efficacy Theory ea Bandura. Phuputso ena e ile ea amohela thuto e nang le mekhoa e metle e le hore e hlahlobe tšebeliso ea Senyesemane jwale ka leleme la ho ruta barutoana ba 1 ba buang IsiZulu. E mong le e mong ho ea ho e mong, lipuisano tse sa tšoaneng, litlhaloso le tlhahlobo ea litokomane li ile tsa sebelisoa e le lisebelisoa tsa ho bokella data. Sampula e hloekileng ea basoue ba tšeletseng ba likhaolo ho tloha likolong tse tharo tsa sechaba tsa pele e ne e sebelisoa. Tsela ea ts'ebetso e sebeliselitsoe ho hlahloba lintlha tse bokelitsoeng. Lintlha tse bokelitsoeng li ile tsa hlahlojoa, tsa aroloa ka mekhoa le lihlooho tse fumanoeng.

Ka kakaretso, ho fumanoe hore sechaba se nka likolo, se fana ka Senyesemane e le leleme la ho ruta le ho ithuta lithuto tsa mphato wa pele wa barutoana ba Sezulu, e le likolo tse ntle ka ho fetisisa, le hoja polelo ea puo e sa hlokomeloe 'me basoue ba phephetsoa ho sebelisa sepheo puo ha ba ruta. Ho fumanoe hore mesuoe e mehlano ea Bakala 1 e sebelisitse Senyesemane hammoho le Senyesemane mme mosuoe a le mong feela o sebelisitse Senyesemane se fokolang ho hlakisa maikutlo a hore baithuti ba utloisise. Ho ile ha fihleloa qeto ea hore basuoe ba bang ba ile ba iphumana ba tsielehile ha ba sebelisa Senyesemane e le LoLT ka lebaka la ho hloka tataiso e

nepahetseng le ts'ehetso ea Lihlopha tsa Tsamaiso ea Sekolo. Ho kgothaletswa hore Lefapha la Thuto la profinse, tlas'a boeta-pele ba Lekhotla la Tsamaiso (MEC), le lokela ho hlahloba leano la puo le ho fana ka ho hlaka ho netefatsa hore likolo li fumana tataiso mabapi le mokhoa oa ho khetha LoLT e nepahetseng ka ho fetisisa. Ho boetse ho kgothaletswa hore basebeletsi ba SMTs ba fane ka ts'ebetso e nepahetseng ea ho fana ka ts'ebetso, haholo-holo ho mesuoe e mecha sekolong moo Senyesemane se sebelisoang e le LoLT.

UKUQALA

Isinqumo sezinye izikole zamabanga aphansi emphakathini wesiyingi iKing Cetshwayo, KwaZulu-Natali, eNingizimu Afrika, sokusebenzisa isiNgisi njengolimi lokufunda nokufundisa (LoLT) ekufundiseni abafundi beBanga 1 abakhuluma isiZulu, kuyindaba yokukhathazeka. IsiNgisi akulona ulimi lwasekhaya lwalaba bafundi kanti futhi lesi senzo siphambene nenqubomgomo yoMnyango Wezemfundo Eyisisekelo. Uma ubhekisisa izincomo zomthethosisekelo waseNingizimu Afrika, imithetho nezinqubomgomo zolimi lwezwe, kulindeleke ukuthi bonke abafundi bamabanga aphansi (Grade R-3) bafundiswe ngolimi lwabo lwasekhaya.

Inhloso yalolu cwaningo kwakuwukuhlola ukusetshenziselwa isiNgisi njengolimi lokufunda nokufundisa (LoLT) ekufundiseni abafundi beBanga 1 abakhuluma isiZulu. I-interpretivist / constructivist paradigm yalekelela lolu cwaningo njengoba kwenza i-Language Acquisition Theory ehlongozwa u-Skinner Kanye ne-Teacher Efficacy Theory ka-Bandura. Lesi sifundo sithatha uhlelo lwe qualitative multiple-case study njengoba sihlose ukucwaninga ukusetshenziswa kwesiNgisi njengolimi lokufunda nokufundisa lapho kufundiswa abafundi beBanga 1 abakhuluma isiZulu. Izingxoxo zomuntu nomuntu kusetshenzisw imibuzo ehlelwe kahle, ukubuka lapho kufundiswa kanye nokuhlaziywa kwamabhuku kwasetshenziswa njengamathuluzi okuqoqa ulwazi. Isampula elicacile labafundisi abayisithupha beBanga 1, abavela ezikoleni ezintathu zamabanga aphansi lasetshenziswa. Indlela yokuhlaziya ulwazi ye-Thematic yasetshenziselwa ukuhlaziya ulwazi olwaqoqwa. Ulwazi olwaqoqwa lwahlaziywa, lwahlukaniswa ngamakhodi nezindikimba.

Ngokujwayelekile, kwatholakala ukuthi imiphakathi ibheka izikole, ezihlinzeka isiNgisi njengolimi lokufunda nokufundisa (LoLT) ekufundiseni abafundi beBanga 1 abakhuluma IsiZulu, njengezikole ezenza kahle kakhulu, nakuba inqubomgomo yolimi ingabhekiwe futhi othisha behlangabezana nobunzima lapho besebenzisa lolu limi olukhethiwe ekufundiseni kwabo. Kwatholakala ukuthi othisha abahlanu beBanga 1 basebenzisa isiNgisi ngokuhlanganyela nesiZulu kanti uthisha oyedwa kuphela wasebenzisa isiZulu esincane kakhulu lapho ecacisa imibono ukuze abafundi

baqonde. Kwatholakala ukuthi abanye othisha bazithola bexakekile lapho besebenzisa isiNgisi njengolimi lokufunda nokufundisa (LoLT) ngenxa yokungatholi ukulekelelwa okufanele kanye nokusekwa amathimba okuphatha izikole (SMTs). Kunconywa ukuthi uMnyango Wezemfundo wesifundazwe, ngaphansi kobuholi beLungu loMkhandlu oPhethe (MEC), ubuyekeze inqubomgomo yolimi, ubuye unikeze izikole inqubo ecacile ukuqinisekisa ukuthi izikole zikhetha ulimi lokufunda nokufundisa ngendlela okuyi yona yona. Kuyanconywa futhi ukuthi amathimba aphethe izikole ahlinzeke ngezinhlelo ezinhle zokulekelela othisa, ikakhulukazi othisha abasha esikoleni lapho isiNgisi sisetshenziswa khona njengolimi lokufunda nokufundisa.

Key Terms: Home Language, Language of learning and teaching, Teachers, Learners, Official Languages, Code Switching, Curriculum and Assessment Policy Statement, Foundation Phase, Teaching Strategies, Language Learning and Language Acquisition, Language levels, Language policy, Teaching and learning

ACRONYMS AND ABBREVIATIONS

ANA	Annual National Assessment
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
ECD	Early Childhood Development
EFL	English as a Foreign Language
EFAL	English First Additional Language
ESL	English as a Second Language
FP	Foundation Phase
FAL	First Additional Language
HL	Home Language
ICT	Information Communication Technology
IIAL	Incremental Introduction of African Languages
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
MEC	Member of the Executive Council
NEEDU	National Education and Evaluation Development Unit
NEPA	National Education Policy Act
NSLA	National Strategy for Learner Attainment
PDE	Provincial Department of Education
PIRLS	Progress in International Reading Literacy Study
RNCS	Revised National Curriculum Statement
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Teams
TIMSS	Trends in International Mathematics and Science Study
UNISA	University of South Africa

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The issue of language is critical in the education of most heterogeneous countries, including South Africa, which is defined by Manyike and Lemmer (2014:251) as a linguistically diverse country. Being linguistically diverse has led to complications in the language policies of the country going back as far as the 1976 Soweto uprising.

The uprising was a result of black African learners' resistance to be taught in Afrikaans, which was not their home language. At that time, there was a separate education system in place for white and black learners. The Bantu Education Act of 1953 determined that the use of the home language as a language of instruction was compulsory from Sub-standard A (Grade 1) up to Standard 6 (Grade 8). However, both Afrikaans and English were compulsory school subjects from the first year of schooling. From Standard 7 (Grade 9), English and Afrikaans were used as language of instruction on a 50:50 basis (Manyike & Lemmer, 2014:252). However, the issue of language can be traced from way back during the apartheid era up to and beyond 1994 into the democratic era.

An unknown author once proclaimed that, "Language is not everything in education but without a language education is nothing". This is so true, as learners need language to develop cognitively. There is no education without a language, which means that schools across South Africa need to choose one of the eleven official languages as the language of learning and teaching (LoLT). This study focuses on the choice and the use of English First Additional Language as the LoLT in public primary schools and particularly in Grade 1 classrooms. The findings of the study aimed at exploring the strategies that are used by the Grade 1 teachers when teaching the IsiZulu speaking learners in the language that is not their home language.

1.2 THE BACKGROUND OF THE STUDY

Thomas and Collier (2001 in DBE, 2010:5) describe a language as the means by which a person learns to organise experiences and thoughts. Furthermore, it is suggested that it stands at the centre of many interdependent cognitive, affective and social factors that shape learning. This description raises a concern about the experiences and thoughts of isiZulu Grade 1 learners, taught in a language that is not their home language. It is also interesting to understand how teaching is conducted in these schools, since the study of Zikalala (2014:60) reveals that teaching in the Foundation Phase, where teachers claim to teach in English, happens mostly via code-switching between English and isiZulu, where English is used simultaneously with isiZulu as a language for clarifying issues.

The researcher concurs with Zikalala (2014:60) since experience has indicated that teachers in the King Cetshwayo District struggle to work with the isiZulu Curriculum and Assessment Policy Statement (CAPS) document (2011) as it was directly translated from its English version. Therefore, teachers tend to use the isiZulu CAPS document in conjunction with the English Home Language CAPS document to ensure clarity on the terminology and concepts used. This was also reported in the analysis of 2013 Annual National Assessment (ANA) paper, where responses indicated that learners could not read the instructions or read the instructions with little or no understanding, especially in the languages that are not their home language (NEEDU, 2013:35).

NEEDU (2013:35) reports that schools using English as the LoLT in the Foundation Phase claim that learners, who have been taught in isiZulu in the Foundation Phase, find it difficult to switch to English LoLT in the next phase. Furthermore, teachers in these schools believe that they are doing learners a favour by using English right from the onset. However, Franklin and McLaren (2014) and Mbatha (2014) found that the cognitive development of learners, taught in English, which is not a home language, slows and it eventually leads to the learners struggling to cope in their studies.

1.3 THE RATIONALE

As the Foundation Phase subject adviser with the Department of Basic Education, the researcher realised that there are a number of public primary schools in the King Cetshwayo District, in KwaZulu Natal, a province of South Africa, that use English as a language of learning and teaching (LoLT) in Grade 1 for isiZulu-speaking learners. English is not their home language and the practice does not comply with Department of Basic Education policies (DoE, 1997:1). In considering recommendations by the South African Constitution, acts and language policies of the country (*cf.* Chapter 2.4), one would expect to see all Foundation Phase (Grade R - 3) learners being taught in their home language. The World Bank (2005 in DBE, 2010:5) clearly states that the use of learners' home language is advantageous to learners as it improves their performance, reduces the high failure rates and decreases the rate of learner dropouts. The Minister of Education, Angie Motshekga, also asserts that using a language that is not learners' home language for teaching and learning, becomes a barrier to learning (DBE, 2014:4). Therefore, the rationale for conducting this study is to develop an in-depth understanding of how the Grade 1 teachers use English as the LoLT in teaching isiZulu-speaking learners in those particular public primary schools.

1.4 THEORETICAL FRAMEWORK

The two theories that guided the study are Language Acquisition Theory proposed by Skinner (1957) and Teacher Efficacy Theory by Bandura (1989; 1997). Skinner's Language Acquisition Theory differentiates between language learning and language acquisition. It gives clarity on how and when learners learn and/or acquire a language. Furthermore, it determines the readiness of a six or seven-year old Grade 1 learner to learn in a language that is not his/her home language. Teacher Efficacy Theory focuses on the belief that the participants of the study have in ensuring that learners achieve the expected learning outcomes even if they are taught in English, which is not the home language. The level of confidence that teachers have in teaching a language, determines their success and therefore yields good outcomes (*cf*. Chapter 2.2).

1.5 THE PROBLEM STATEMENT

The decision by some public primary schools in the King Cetshwayo District, in KwaZulu Natal, to use English as the language of learning and teaching (LoLT) in teaching isiZulu-speaking learners in Grade 1 classrooms, is a matter of concern. The King Cetshwayo District is mostly rural. IsiZulu is therefore the language that is mostly spoken as a home language and as such isiZulu should, according to policy (DoE, 1997:1), be the language of learning and teaching. However, during her work as a subject advisor, the researcher found that Foundation Phase teachers complain about using isiZulu as the LoLT. They argue that some isiZulu terms and numbers, especially in Numeracy, are difficult when compared to those in English. They also argue that there are English words that cannot be found at all in isiZulu. Zikalala (2014:60) affirms that teachers find the vocabulary in Numeracy simpler in English than in isiZulu.

1.6 RESEARCH QUESTIONS

The following main research question in this study was: *How do Grade 1 teachers use English as the LoLT in teaching isiZulu-speaking learners?*

The sub-questions derived from the main question were:

- What are the teachers' experiences of using English as the LoLT?
- What strategies do teachers use in teaching English as the LoLT?
- What are the learning outcomes of using English as the LoLT?

1.7 THE PURPOSE AND OBJECTIVES OF THE STUDY

1.7.1 The Purpose of the Study

The purpose of this study was to explore the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners.

1.7.2 The Objectives of the Study

The objectives that guided the study were to:

- examine the teachers' experiences of using English as the LoLT.
- investigate strategies teachers use in teaching English as the LoLT.
- document the learning outcomes of using English as the LoLT

1.8 THE RESEACH PARADIGM

The researcher considered that the interpretive/constructivist paradigm to be the most appropriate paradigm to underpin this study. Constructivism suggests that knowledge is constructed and accepted through the interaction of people in the social world (Creswell, 2013; McMillan, 2016; Mogashoa, 2014). This stance was taken because interpretive/constructivism interprets human behaviour and is characterised by concerns of individuals (Maja, 2015:15). Given the purpose of this study, this paradigm helped clarify how observations of classroom practices and interviews with teachers need to be interpreted in terms of context and insights constructed by the participants.

1.9 RESEARCH DESIGN AND METHODS

Methodology can be defined as a strategy or a plan of action of the study (McMillan 2016:420). Methodology tells us more about data collection and the analysis of the data collected in a study. It takes its shape from the ontology and the epistemology of the study. The researcher decided to take the qualitative approach route in this study. Ritchie, Lewis, Nicholls and Ormston (2013:3) describe qualitative research as a naturalistic, interpretive approach concerned with exploring phenomena 'from the interior'.

This study opted for a multiple-case study. The case can be single or multiple in nature (Baxter & Jack, 2008; McMillan 2016; Stake, 2006). A case study allows the researcher to explore individuals or organisations, simple through complex interventions, relationships, communities, or programmes (Baxter & Jack, 2008; Yin,

2003) and supports the deconstruction and the subsequent reconstruction of various phenomena. This approach was valuable for this study as the researcher explores the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners.

1.9.1 Selection of participants

A purposive sampling of six Grade 1 teachers in three selected public primary schools from the King Cetshwayo District in KwaZulu Natal, using English as the LoLT, was used. This sampling was informed by the paradigm of the study that called for the data to be collected in the participants' natural setting (*cf*. Chapter 3.2.4).

1.9.2 Data Collection

In an attempt to address the research problem and to answer the research questions, data was collected in accordance with a specific design and methodology, following guidelines by McMillan and Schumacher (2010:18). A multiple-case study design mandates that data be collected in more than one site, using different tools. For the purpose of understanding the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners, semi-structured, one-on-one, in-depth interviews were conducted. Lesson presentations, where Grade 1 isiZulu-speaking learners were taught in English, were observed and documents were analysed. With the participants' consent, a tape recorder was used to record the interviews, which supplemented the pen and paper-collected data (*cf*. Chapter 3.2.5).

1.9.3 Data Analysis

In this study, thematic analysis was employed, where the process of coding, categorising, pattern finding and interpretation followed the guidelines suggested by Creswell (2015:194-201) and McMillan and Schumacher (2010:37) (*cf*. Chapter 3.2.6).

1.10 THE TRUSTWORTHINESS OF THE STUDY

Trustworthiness is the corresponding term that is used in qualitative research to measure the quality of the research (McMillan, 2016:308). To ensure trustworthiness of the study, the evaluation criteria, was applied, according to Lincoln and Guba (1985:300). The criteria of credibility, transferability, dependability and confirmability were followed (*cf*. Chapter 3.3).

1.11 ETHICAL CONSIDERATION

Prior to the start of the study, ethical clearance was given by University of South Africa (Unisa) to conduct the study (Appendix A).

1.11.1 Informed consent and voluntary participation

The researcher applied for permission to conduct the research from the KwaZulu Natal Department of Education. Once the permission was granted, the researcher visited the selected schools to establish rapport with the principals and Grade 1 teachers. Participants were provided with an information sheet explaining what was required of them and consent forms were presented for signature, assuring them confidentiality and anonymity. The intended use of the data collected from the participants was also explained. Participants were requested to voluntarily sign the consent form after they had agreed to participate (*cf.* Chapter 3.4).

1.11.2 Protection from harm

The researcher assured the participants that there would be no possibility of harm endured during the data collection process. A clause that allowed the participants to withdraw from the study, if they felt any form of discomfort, was also discussed with the participants.

1.11.3 Confidentiality

Participants' names and the information that was provided in the study were kept strictly confidential. A number or a code was used as a pseudonym to avoid the use of the participants' names. The information provided by the participants was not disclosed in any way.

1.12 LIMITATIONS OF THE STUDY

A limitation predicted by the researcher was the participants' attitude towards the study. The researcher felt that the participants might have been reluctant to share their views on the issue under study, due to the relationship they have with the researcher, since the researcher is responsible for the implementation of departmental policies. The participants might have felt that they were discrediting themselves and/or exposing their authorities if they revealed challenges experienced with the teaching of Grade 1 isiZulu-speaking learners in English. This might have resulted in them being tempted to pretend that everything was running smoothly with the strategies that they used when teaching in English.

The time factor was also foreseen as a limitation in this study. Both parties, that is, the researcher and the participants, had a tight schedule which needed to be covered over a certain period of time. KwaZulu Natal schools use a programme called *Jika Imfundo,* which aims at improving learning outcomes in schools, particularly focusing on curriculum coverage. The literature has revealed that teachers are failing to finish the curriculum, which leads to learning outcomes not being achieved. A very tight schedule is therefore set for teachers to follow, in order to ensure that they are always on track with the curriculum. Both the researcher and the participants were fully engaged in the project, which could have meant that it was difficult to find time for the interviews (*cf*. Chapter 5:4).

Lastly, a limitation unforeseen by researcher in the study was that Grade 1 learners, whose ages ranged between six and seven years, could behave strangely during the observation sessions. This could be due to the researcher being an outsider in their class, there to observe the teaching and learning proceedings. A stranger in the

classroom tends to disturb the Grade 1 learners' normal behaviour and therefore limits the accuracy of the data collection (*cf*. Chapter 5:4). A researcher in the classroom, even if she is not actively involved, can affect what normally happens in the classroom (Newby, 2010:378).

1.13 DEFINITION OF KEY CONCEPTS

Content subjects: are subjects that are taught in the Foundation Phase other than languages. Life Skills and Mathematics are examples of content subjects in the Foundation Phase.

First Additional Language (FAL): is the second language that the learner learns after the Home Language, hence the word "additional". Franklin and McLaren (2015:207) suggest that learners are less fluent in FAL than in the Home Language.

Foundation Phase (F/P): is the first phase of schooling that starts from Grade R-3 (DBE, 2016:6) but in practice, Grade R is not part of the Foundation Phase as it works separately under Early Childhood Development (ECD). For the purpose of this study, only Grades 1- 3 are referred to as Foundation Phase.

Language of learning and teaching (LoLT): is the language that is used as the medium of instruction in the teaching of content subjects. Franklin and McLaren (2015:207) defined LoLT as the language that is used in the classroom throughout the school day.

Language levels: are the levels at which all official and non-official languages are offered at school; for example, Home Language, First Additional Language (DBE, 2011).

Language policy: has to do with the languages that are offered in the school. (South African Schools Act, 1996 Act 84 of 1996). The School Governing Body (SGB) on behalf of parents decides on this policy.

Learners: are school-going children. It is often mentioned which learners are referred to in the study; for example, Foundation Phase learners, Grade 1 learners (South African Schools Act, 1996 Act 84 of 1996).

Home Language (HL): is the first language that is acquired and used at home even before it is learnt at school. It is sometimes called mother tongue. In this study, isiZulu is referred to as home language (DBE, 2011).

1.14 ORGANISATION OF THE STUDY

Chapter 1: presented an overview of the study. The researcher introduced the study. The research problem was articulated as well as the aims and objectives. The researcher also stated the significance of the study.

Chapter 2: presents the literature read for the study, in terms of the research topic. The chapter aims at analysing and reporting on the previous studies with a similar topic.

Chapter 3: is the methodology chapter of the study, which describes the research design and the process and procedures followed.

Chapter 4: presents the research findings of the study.

Chapter 5: offers a discussion of findings and recommendations, as well as avenues for future research.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

In education, language plays a vital role for teaching and learning to be effective (Manyike & Lemmer, 2014:251). The focus of this study are Grade 1 learners who are approximately six or seven years old, speaking isiZulu at home, yet taught in English at school, which is not their home language. Some of these learners attended pre-school classes, which exposed them to English to a certain extent, whereas those not attending pre-school, had little or no exposure to English. Their first school attendance was Grade 1, straight from home. However, one should acknowledge the fact that some of these learners were exposed to English through media and other modern technologies even before they attended school.

The purpose of this study was to explore the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners. In order to fulfil this purpose, in this chapter, theoretical perspectives on the topic of the study are considered. Therefore, the objectives that guide the study were to:

- examine the teachers' experiences of using English as the LoLT
- investigate strategies teachers use in teaching English as the LoLT
- document the learning outcomes of using English as the LoLT

2.2 THEORETICAL FRAMEWORK

The purpose of this chapter is to clarify what is involved in language learning and the use of languages as the LoLT, to clarify theory perspectives on teaching methods in Grade 1, from the viewpoint of Language Acquisition and Teacher Efficacy Theories, and to document the learning outcomes of using English as the LoLT. The framework helped the researcher to understand the topic of study, and then to note the framework which will be used in analysing data. Maja (2015:26) states that theories used in the study clarify the important aspects of the study. Therefore, the Language Acquisition

Theory clarified when and how the language is acquired, being a first, a second or a third language. This clarity brought understanding of the level in which six or seven-year old Grade 1 learners acquire and develop an additional language.

The researcher also found Teacher Efficacy Theory as a second appropriate theory for use in this study. The Teacher Efficacy Theory clarified the aspect of the teacher's readiness and competency in teaching the Grade 1 isiZulu-speaking learners in a language that is not their home language. Both theories and their relationship to this study are discussed at length in the following paragraphs.

2.2.1 Skinner's Language Acquisition Theory

Skinner (1957), a behaviourist, believed that language acquisition and development are learned behaviours. He believed that learning is done through the principle of operant conditioning, which means positive and negative reinforcement. Reinforcement is the process in which a verbal behaviour is strengthened in a social environment and thus, more likely to happen again (Greer & Longano, 2010.74). Skinner believed that language could indeed be learned just from what you hear over repeated exposures (Greer, R.D. and Longano, J. 2010). Of importance is the human role model, imitation, rewards and practice. In this study, the classroom environment, prepared for English as the LoLT, will positively reinforce and encourage the learner to learn the language. If the learner is rewarded when saying and pronouncing new words in the English language, this achievement will encouraged him/her to use the language more. The immediate environment, that is the school, plays an important role in developing the additional language of the Grade 1 learner. The teacher, as a role model, should focus individual attention on each learner so that the learner understands his/her language development. Reinforcement stimuli like teaching strategies used and the positive environment created by the teacher should be conducive and suit the ability of each learner.

The central idea of this theory is the manner in which children acquire language. One theory claims that it happens by mere listening to and imitating adults, as with a young child listening to his/her parents. However, Krashen (2002:1-2) suggests that language is either acquired or learnt. Krashen further differentiates between acquiring the

language and learning the language, by maintaining that acquiring the language is natural whereas learning the language is formal. It takes place consciously in the classroom as language forms, and functions are taught. Therefore, for the Grade 1 isiZulu-speaking learners, isiZulu is naturally acquired through meaningful interaction, while English, as a second/additional language, is consciously learnt.

Zulaia (2017:16) claims that children, who have not acquired the home language up to the age of about seven, will never entirely catch up with that language. Krashen (2002:2) suggest that the first additional language can be acquired in the same process as the home language. Allen (2012:53) further asserts that home language acquisition is used as an ideal model of the acquisition of the first additional language. However, the ability to demonstrate academic competence in the new language, which is English in this case, orally and in writing at a level of their native-speaking peers, may take five years or more (Cummins, 1979; Thomas & Collier, 2002)**.**

Cummins refers to Basic Interpersonal Communicative Skills (BICS) or conversational fluency, which develops through social interaction from birth. Cognitive Academic Language Proficiency (CALP) is the ability to understand and express concepts and ideas relevant to success at school in both oral and written modes (Cummins, 2000). Taking Cummins's theory of language acquisition into account, the development of BICS or the ability to speak in the home language takes time and once the learner is at school, will need to develop CALP, which is the ability to use to language to learn. However, if the LoLT is changed from IsiZulu to English then the learner needs firstly to establish the English BICS before developing the English CALP.

Having discussed how languages are acquired, the researcher holds the perspective that the manner in which children acquire an additional language and the time that it takes, offered an understanding of whether the learners in Grade 1 are ready to learn in the language that is not the home language. If learners were not ready, then one would wonder whether the strategies used by teachers, successfully facilitate the learning. For any learning to take place, there should be a language that the learner understands. Without understood language, there is no learning. Research has shown that before a new language is used as the LoLT, a child needs firstly a firm foundation in the home language and secondly, to learn the new language as a subject for at least

six to eight years (Owen-Smith, 2010:32). Wright (2012:77) affirms that to hurry the process will impact negatively on the learner's learning, as developing the language happens at the same time as learning the subjects' contents. Therefore, learning the school subjects through an additional language like English as the LoLT, might result in confusion and frustration, especially with Foundation Phase learners who have not developed a foundation for reading and writing in their home language.

2.2.2 Teacher Efficacy Theory and teaching strategies for English as the LoLT

Teacher efficacy is the belief that teachers have about their abilities and skills as teachers (Gavora, 2010:17). In addition, Gavora (2010:17) affirms that teacher efficacy has been shown to be an important characteristic of the teacher and one strongly related to success in teaching.

Two sets of beliefs that construct teacher efficacy are teaching efficacy and personal teaching efficacy (Ashton & Webb, 1986; Gibson & Dembo, 1984). Hoy and Woolfolk (1990a) preferred the terms "general teaching efficacy" and "personal teaching efficacy," Either way, the terms have to do with the outcome of an activity and efficacy expectations. According to Hoy and Woolfolk (1990a), general teaching efficacy is the belief that the learner achievement and/or performance depends on the outside influences such as the home environment and learner-teacher relationship. Negating that belief is the personal teacher efficacy, which suggests that if a teacher tries hard enough, more positive results are possible even in the most difficult and unmotivated learners.

Teacher Efficacy Theory is relevant in this study as it relates to the learner achievement. Therefore, the teacher efficacy theory clarified whether the participants in the study have either the general teaching efficacy or the personal teaching efficacy. Research suggests that teachers with a strong sense of self-efficacy tend to be better planners, more resilient through failure, and more open-minded and supportive with students (The Room 241 Team, 2018). Such teachers take pride in ensuring that the classroom environment is print rich with the resources that facilitates the quick and easy learning using English as LoLT. They are ever prepared with suitable activities

and relevant questions that facilitate learning of learners. The attitude and willingness to support even the most struggling learners tell more about the efficacy of the participants. Over and above it all, a teacher with a high sense of efficacy demonstrates the relevant strategies when teaching the Grade 1 isiZulu-speaking learners in English as the LoLT. The study by Liao and Wang (2018:447) shows that using teaching strategies helps learners to not only comprehend English better, but can also help to improve their listening, speaking, reading and writing and decrease their learning anxiety. High self-efficacious participants was evident in the lessons during the observation sessions.

In this study the teacher efficacy theory was used to measure the teaching behaviour of the participants that Guavora (2010:3) believed is related to the learner achievement. In the classroom, the teacher is perceived as a facilitator who employs specific strategies that encourage and motivate learners to participate in learning, using English as the LoLT across the curriculum. Gavora (2010:20) declares that high efficacy teachers display a high level of influence in the interaction with learners. Hence, those who are well-versed in using English as the LoLT, and have a good sense of their teaching capabilities, can motivate low achievers and enhance their cognitive development (Maja, 2015:42). A teacher with low teacher efficacy may have difficulty in choosing the relevant strategies for teaching a language and may lack the skill of motivating learners (Fives, 2003:5). The efficacy of the participants in this study was therefore measured in what the they shared in the interviews, in their behaviour in the lessons observed and in the documents they used to teach Grade 1 IsiZulu speaking learners in the language that is not their home language.

The teacher efficacy theory was found to be of great help when the data of the study was analysed. The data was analysed using four themes. The understanding of the Acts and policies of the languages of the country differentiated the high and the low teacher efficient. Participants who has low teacher efficacy shared more challenges with little confidence compared to those with high efficacy. Lack of correct strategies that could be used in teaching IsiZulu speaking learners in English FAL and therefore limited learning outcomes were observed in the participants with the low self-efficacy.

2.2.3 Rationale in using Language Acquisition and Teacher Efficacy Theories

There are a number of language acquisition theories, such as Chomsky's, which believe that children are born with an innate knowledge of grammar that serves as the basis for all languages and within the first five years of life, will master the grammatical rules of their home language. However, in the constructivist classroom, where learners are free to interact and learn the language by listening and responding by using the LoLT, grammatical errors are not the focus; communication is. Learners, therefore, learn by listening and talking to peers and teachers without the apprehension of making mistakes.

The manner in which children acquire the additional language served as a guide towards the realisation whether the Grade 1 learner is or is not ready to learn in the language that is not his/her home language. The researcher argued that the Grade 1 isiZulu-speaking learners, who have never learnt English as a subject, might encounter challenges if English is used as the LoLT in their classrooms, particularly as a language may take up to five years to master. Wright (2012:77) insists that to hurry the process will impact negatively on the learner's learning as the learning of the language happens at the same time as the learning of the content subjects in that language.

The Teacher Efficacy, on the other hand, clarified how effective teachers ensured that learners succeed in learning using the additional language. The learner's level of the language acquisition in this study was likely to disadvantage the process of learning, as learning took place in English, which was not the learners' home language.

2.3 THE USE OF ENGLISH AS THE LoLT ACROSS THE GLOBE

There is a core of countries globally in which English is spoken as a first language. These countries are the United States of America, the United Kingdom, New Zealand, Canada and Australia. Some countries such as India, Ghana, Bangladesh, Kenya, Pakistan, and Nigeria among others, have institutionalised English through colonisation (Kachru, 1992:2). Many countries treat English as a Foreign Language

(EFL) and use it extensively. As such, the use of English as the LoLT for non-speakers of the language is becoming a growing global phenomenon (Dearden, 2014:15). Dearden (2014:16) shows that policies on the use of English are continually refined, which gives an indication that the issue under study is also under scrutiny in many countries. English is often given the priority over indigenous languages and considered a symbol of status by people in different countries around the world (Shrestha, 2016:106) and used as a medium of international communication. Shrestha (2016:106) also indicates that education in Nepal has been conducted in English. English thus has become important to the economy of the country especially tourism, where the younger generation take pride in speaking English and even poorly educated Nepalese have a very basic English.

The priority of English is not seen only in schools but also in other sectors such as politics, commerce, science, technology, tourism, media, and business and even in the government institutions. Ajepe and Ademowo (2016:2454) concurring with Dearden (2014:15) study, assert that in Nigeria, parents have a major influence on the use of English as the LoLT in schools, in addition to the policy makers, administrators and teachers who are the promoters of the use of English in their country (Dearden, 2014:16).

2.3.1 The use of English as the LoLT in South Africa

In South Africa, a linguistically diverse country (Manyike & Lemmer, 2014:251) with eleven official languages, some schools use English as the LoLT from the first grade of learners' school attendance.

2.3.1.1 The Constitution of the country

The country's constitution is regarded as the supreme law of the country and which no one is above, including any other laws and policies. Chapter 1 section 6 (1) of the South African Constitution (1996) clearly states that there are eleven official languages in the country. Chapter 2 of the Constitution addresses the country's Bill of Rights, which is the right to receive education in one of the eleven official languages of the learner's choice:

> *Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonable practicable… (Section 29 sub-section 2)*

However, the above stated right is tempered by the state's ability to provide for its implementation (DBE, 2010:20). Since Grade 1 learners are still minors in this case, parents are expected to choose the LoLT on behalf of the learners. Failure to take a sound and informed decision may jeopardise the learners' education and bear some negative results later in life.

2.3.1.2 The National Education Policy Act

The issue of the language used in schools draws its roots from way back in the apartheid era where languages like Afrikaans and English were given priority over the African Languages. The National Education Policy Act (NEPA) developed principles, which mandated the Minister of Education to ensure that learners have the right to receive education in the languages of their choice (Stein, 2017:209). The Minister of Education thus, ensures that there is no form of discrimination whatsoever in choosing the LoLT in schools. The researcher believes that NEPA is important in ensuring that the School Governing Bodies (SGBs) are doing justice in ensuring that the learners' right to be taught in the language of their choice is honoured. It protects learners from unfair discrimination based on race, language or culture.

2.3.1.3 South African Schools Act (SASA)

Section 6 of South African School's Act (SASA) gives the Minister of Education the authority to determine the norms and standards for language policy in public schools (Franklin & McLaren, 2015:22). It also mandates the SGBs of the public schools to decide on the language policy of the school. However, that should be done with caution to guard against the practice of racial discrimination. Stein (2017:208) notes that the Provincial Department of Education (PDE) has the right to override the decision of the language policy of the school in order to ensure that learners are enjoying the right to receive education in the language of their choice.

2.3.1.4 Language in Education Policy (LiEP)

The Language in Education Policy (LiEP) is in line with the above-discussed Acts as it also promotes the use of home language in the Foundation Phase (DBE, 2010; Franklin & McLaren, 2015; Laren & Goba, 2013). LiEP (DoE, 1997:8) promotes the teaching of more than one language, starting with the home language in early grades and the gradual introduction of the additional language. According to this Act, the learning of more than one language should be the general practice and a principle in our society. This means that being multilingual should be a defining characteristic of being a South African. The underlying principle is to maintain the home language, while providing access to and the effective acquisition of an additional language.

2.3.1.5 Curriculum and Assessment Policy Statements (CAPS)

CAPS came in to replace the Revised National Curriculum Statement (RNCS) in 2012 from Grade R–3, and thereafter incrementing to the next grades in the following years. CAPS was not published as a new curriculum but as a revision of the RNCS (Moodley, 2013:32). The aim was to strengthen the RNCS, which stated as follows:

> *The learners' home languages should be used for learning and teaching whenever possible. This is particularly important in the Foundation Phase where children learn to read and write. When learners have to make a transition from their home language to an additional language for learning and teaching, careful planning is necessary (DoE, 1997:20).*

Some changes were introduced in the RNCS after the recommendations of the task team, appointed by the Minister of Education. Moodley (2013:34) highlights the fact that the RNCS was revised due to on-going implementation problems, which therefore led to the introduction of CAPS. However, the issue of the LoLT was not amongst the problems identified in the curriculum. The change of languages that was included in CAPS was the introduction of the First Additional Language (FAL) in Grade 1. Gemmell (2018:n.p) asserts that English was not to replace the home language in the Foundation Phase.

Furthermore, the teaching of learners in the home language is supported in the FAL CAPS document (DBE, 2011:8) as it clearly discusses the introduction of English FAL in Grade 1. The FAL CAPS document (DBE, 2011:9) also recommends the development of a strong literacy foundation in the home language, and advises the building of FAL literacy onto the learner' home language foundation. It also claims that learners come to school with a sufficient home language base to be used as the LoLT. The policy further recommends that FAL literacy should build on the learners' home language foundation since learners are easily able to transfer many literacy skills from the home language.

2.3.1.6 Incremental Introduction of African Languages (IIAL)

Incremental Introduction of African Languages (IIAL) is the recently introduced policy on languages. It aims at protecting all African languages that were previously disadvantaged. IIAL was piloted in 2014 and was implemented in 2016 incrementing from Grade 1. All schools not offering any African Languages at any level are mandated to offer one African language that is mostly spoken in the area as a second additional language (DBE, 2015:10). The directive is that all schools in South Africa should offer at least one African language depending on the area in which the school is situated.

In the King Cetshwayo District, in 2016 more than sixteen schools were implementing IIAL in Grade 1. However, in 2018 the number of schools implementing IIAL has been reduced to seven. Schools opted for offering the African language IsiZulu as the FAL; therefore, there is no need to have a third Language. The implementation of IIAL in South African schools is an indication that the current government promotes the learning and the use of the indigenous languages by everyone in the country. However, the government's effort to promote the indigenous languages is jeopardised by the perception by most people who give English priority over all other languages.

2.4 STRATEGIES USED TO TEACH ENGLISH AS THE LOLT

A number of different strategies can be used in teaching Grade 1 learners an additional language. Enríquez, de Oliveira and Valencia (2018:66) define teaching strategies as

the guidelines the teacher integrates for promoting learning in order for learners to understand the information found in a certain task. In addition, Enríquez, *et al.* (2018:66) show that the use of teaching strategies is essential since it is at this moment where the teacher observes, visualises, questions and evaluates different aspects that strengthen such use within the pedagogical practice. Therefore, teaching strategies differ from teacher to teacher, the learners' context, age and the content taught. In the United Kingdom, Read (2012:26) found that primary school teachers, using English as the LoLT in teaching additional language learners, used pictorial resources, prompts, pair work, visual aids, gestures and target words as teaching strategies. The teacher also provided learners with increased opportunities to work with others in order to acquire and improve proficiency in English (Read, 2012:26).

In foreign language teaching and learning, the ability to speak is the most essential skill to develop since it is the basis for communication. Moreover, using discussion, problem-solving and role playing can motivate interactive speaking between the teacher and learners as well as between learner(s) and learner(s) through communicative activities such as information gaps, jigsaw puzzles, and games, problem-solving and role-playing (Thomson, 2012:10). These types of teaching strategies are also suitable for teaching in the Grade 1 classroom.

2.4.1 Pictures

The study of Liao and Wang (2018:447) found that when visual pictures are used in teaching additional language learners, their self-efficacy and English proficiency increased because the pictures match the given words for the lesson taught and also the concepts needed for that particular lesson. In this case, pictures remind learner of the words to be used and reading spontaneously happens, which can lead to an understanding of the writing. Visuals make both the language and the content more accessible to students (Rain, Bongolan & Moir, 2005:8).

2.4.2 Code-switching

Code switching is a natural way of communicating among bilinguals; thus the action to separate languages in a multilingual classroom by only using monolingual

communication is unnatural (Kirkpatrick, 2014:3). Code switching is an important factor in achieving the dual goals of content learning and language learning in bilingual programmes (Cahyania, Courcy & Barnett, 2016:2). The teachers' use of code-switching frequently functions as trans-languaging in that it occurs as an intentional strategy for teaching in bilingual classrooms, integrating the two languages in order to achieve better communication and engagement in learning (Cahyania, Courcy & Barnett, 2016:2).

2.4.3 Group Teaching

Research, conducted by Thomson (2012:10), shows that learners use considerably more language and exploit a greater range of language functions when working in small groups. Additionally, small groups also enable learners to hear language from each other, which offers a different source of input. Thomson (2012:10) suggests that this might help to make learners feel more comfortable and relaxed and possibly reduce the anxiety related to attempting the target language.

2.4.4 Gestures

Research conducted by Mesquita, Coutinho, De Martin-Silva, Parente. Faria and Afonso (2015:662) suggests that teachers can use expressive body language, gestures and facial expressions to promote interaction with learners and enhance the effectiveness of the instructional process. Moreover, these visible actions assist with explanations or add emphasis to the conveyed messages. For instance, in teaching addition to Grade 1 learners, fingers can be used. Therefore, hand gestures can be used to explain the functionality and dynamics of tasks (Mesquita *et al.,* 2015:662). It is commonly acknowledged that gestures capture attention and make the lesson more dynamic (Alqahtani 2015; Sardegna, Lee & Kusey, 2018). Gestures can also be used for classroom management such as requesting silence.

2.4.5 Drilling

The studies of Hill and Flynn (2006:5) and Thomson (2012:10) suggest that language structure and form should be learned in authentic contexts rather than through

contrived drills in language workbooks. Thomson (2012:10) asserts that drilling is employed to make learners become accustomed to the word form especially in how it sounds. Therefore, drilling should be clear and natural according to Thomson (2012:10). Drilling is essential as it helps learners become familiar with the word and draw on words from memory.

2.4.6 Modelling

Modelling of the target language would seem to be an extremely important strategy for teachers to use, as it may be a learner's only guide on how the additional language is used in a natural environment (Thomson, 2012:10)

2.4.7 Role Play

Role-play is the best strategy in using English as LoLT. It gives learners a platform to express themselves in speaking since speaking is the most essential skill for communication. Moreover, using role-playing can really interact speaking between teacher and learners as well as between learner(s) and learner(s) through communicative activities, which include an information gap, a jigsaw puzzle, games and problem-solving (Thomson, 2012:10).

2.4.8 Information Communication Technology (ICT)

Information Communication Technology (ICT) has the potential to support education across the curriculum and provide opportunities for effective communication between teachers and learners in ways that have not been possible before. ICT also can be used to promote collaborative learning, including role playing, group problem-solving activities and articulated projects (Forcheri & Mol, 2000:176). Learners are encouraged to have more interaction with each other especially when the usage of ICT takes place during the lesson. This can produce fun and interesting lessons for learners to learn and develop the language (Yusimah & Amjah, 2014).

2.5 THE LEARNING OUTCOMES OF USING ENGLISH AS THE LOLT

Studies by Molteno (2017) and Steyn (2017) indicate several outcomes in using English as the LoLT. Both authors agree that learners taught in the home language perform better than learners taught in the additional language. Molteno (2017:77) further alludes that the quality of learning and teaching is lower in the classroom where English was used compared to the classrooms where the home language was used. Steyn (2017:99) notes that teachers were not very fluent in the language that was used as the LoLT, which could be the cause of poor quality of teaching and learning. Steyn (2017:102) and Molteno (2017:77) indicate that the school where the study was conducted was originally an English medium school, which was later changed to a home language school because learners were not coping when they were taught in English (Molteno, 2017; Steyn, 2017).

Kamwendo (2016:222) reports on a new language of instruction policy implemented in Malawi. This new policy stipulates English as the LoLT from the first year of primary school in a country where English is not the dominant language of household communication. The learners are expected to learn in English, a language they have not had any contact with before their first day at school. Research conducted by Clegg and Simpson (2016:359) suggests that learner ability in English as the LoLT is often too low for learners to achieve satisfactory levels of subject knowledge and that many teachers are not confident enough in English as a First Addition Language (EFAL) to teach to expected standards. Kaur, Young and Kirkpatrick (2016:345) report that in Thailand, large budgets have been allocated to establish English throughout the country and various reforms and strategies promise major improvements in education. Yet, in spite of these initiatives and efforts, indicators suggest that English skills are not improving at a sufficient rate (Kaur, Young & Kirkpatrick, 2016:345). The proficiency of the English language among Malaysians has not seen much improvement since 1970, though there have been a number of measures undertaken to address the deterioration in the English language and one of which is the teaching of Mathematics and Science (Yunus & Sukri, 2017).

These situations mentioned above, are similar to the use of English as the LoLT in the King Cetshwayo District, in KwaZulu Natal, South Africa, where English is used as the LoLT in teaching isiZulu-speaking learners in Grade 1**.**

2.5.1 Factors influencing the choice of English as the LoLT in teaching Grade 1 IsiZulu speaking learners.

Factors that contribute to the choice of English as the LoLT in Grade 1 classrooms can be traced back to the economic, political, social and cultural aspects of life. English is mostly used in South Africa irrespective of the minority of its native speakers, as it is associated with the economy and wealth inside and outside the country. Majority of parents in South Africa believe in the use of English right from the start of school (Evans & Cleghorn, 2014; Kioko, 2015; Mkhize & Balfour, 2013). Furthermore, Kioko (2015:1) claims that parents in countries where English is not the first language, believe that children will get a head start in education by going straight for English in the early grades of their schooling. According to Mkhize and Balfour (2013:135), English is seen as an access to further education, employment opportunities and social status. Mkhize and Balfour (2013:135) further indicate that parents believe English prepares their children for the corporate world later in their lives. This implies that English is an advantage in most countries including South Africa, as it is associated with worth and economy as the language is commonly used in the corporate world. Schools, based on the parents' demand, opt for English as the LoLT even in the Foundation Phase (NEEDU, 2012:36).

The other factor that has an influence on the choice of LoLT is the change in the society (Dreyer, 2017; Zikalala, 2014). In South Africa, a change in society such as migration results in parents sending their children to schools in close proximity to their homes, irrespective of the language being used at that particular school. The diverse cultures and languages in one classroom is a challenge but it does mean that learners are most likely taught in a language other than their home language. Based on the literature studied, parents are the main contributory factor leading to the use of English as the LoLT in Grade 1 classrooms (Dreyer, 2017; NEEDU, 2012; Zikalala, 2014).

2.5.2 Challenges in using English as the LoLT in teaching isiZulu-speaking Grade 1 learners

Teaching learners in the language that is not their home language calls for a highly effective teacher. This is the kind of the teacher who persists and succeeds against all odds being faced with learners with limited or no knowledge of English at all yet expected to learn some skills and knowledge prescribed in the CAPS. Allen (2012:62) asserts that such learners are faced with the dual challenge of learning a new language and trying to fit into school routines both socially and academically. Manyike and Lemmer (2014:255-256) concur with Allen (2012:62) as they confirm that learners struggle to acquire the basic skills of Numeracy, reading and writing due to the mish-mash of their home language and the LoLT of the schools.

Krashen (2002:66) states that there will be plenty of errors made during the learning of a new language, but suggests that attempting to correct errors, especially in the beginning stages and especially in spoken language, may cause more challenges as error correction has the immediate effect of putting the learners on the defensive. The reports that using correcting strategy ensures that learners will try to avoid mistakes, avoid difficult constructions, but will focus less on meaning and more on form. Therefore, it disrupts the entire communication process.

Teacher efficacy is the belief that the teacher has in her abilities that gives courage to support learners in various learning activities. Teacher efficacy according to Bandura (1989) is drawn from the past experience of the teacher or of other teachers. The lack of the language teacher efficacy is regarded as a challenge by Wyatt (2018:93) and could be caused by the fact that teacher participants are not the native speakers of English. Wyatt (2018:92) believes that being the non-native speaker of the language may leave teachers with feelings of linguistic incompetency, which hinders the correct pronunciation of sounds and causes a negative impact on the use of the language in the classroom. Dreyer (2017:3) affirms that teaching learners in the FAL can be a challenge for teachers as well. As the curriculum advisor and being a non-native speaker of English, the researcher had seen teachers struggling to pronounce some of the English sounds that are supposed to be taught in Grade 1 class. Good examples of these sounds are: '-**a-**' of b-**a-**d; '-**e-**' of b-**e-**d; '-**ir-**' of b-**ir-**d. In contrast, Mansour,

Hadidi and Ahmed, (2017:420) report that this challenge was not identified in state schools in Khartoum, Sudan where all teachers observed had an ability to speak naturally and had also mastered phonetics (the sounds of language) and phonology (the sound patterns of language) very well.

Gibbs and Elliot (2016:8) claim that the lack of teacher efficacy may also result in the teacher's inability to help learners when reading, yet Bloch (2013:1) asserts that learners need role modelling in areas like reading that will create a desire and a motivation to learn. In addition, Bloch (2013:3) calls for the need of conditions in schools conducive to learning, that intend using English as the LoLT to teach learners whose home language is not English. Wright (2013:78) states that language education needs three essential inputs for success: well-educated, well-trained teachers, a school with state-of-the art textbooks, and adequate school facilities such as stationery, classrooms and well-stocked libraries. Franklin and McLaren (2015:23) mentioned the issue of the lack of teacher training as the challenges of implementing English as the LoLT to isiZulu-speaking learners.

Franklin and McLaren (2015:23) claim that learners, whose home language is different from the one that is used as the LoLT, experience challenges of understanding the language. Donohoo (2017:2) points out that the high efficacy teacher is capable of attending to the needs of learners who require extra assistance or who need extension. Such teachers promote language learning by understanding and accepting errors as learning continues. The high efficacy teacher would show greater effort and persistence, trying new strategies and setting more goals that are challenging. Such teachers allow language learning to go through the stage of home language-use when learners are still building vocabulary (Lenyai, 2011:71). Therefore, developing English as the LoLT in teaching Grade 1 isiZulu-speaking learners needs an effective teacher who understands the learners' backgrounds.

2.6 CONCLUSION

This conclusion summarises the main points of the chapter. The theoretical framework that guides the study was discussed. The main insights of using English as the LoLT

across the globe and in South Africa were presented as well as the strategies used in teaching English as the LoLT and the learning outcomes of using English as the LoLT.

Chapter 3 presents the methodology used in this study. The research process is outlined describing the research design, the processes of data collection and data analysis. Trustworthiness of the study and the ethical clearance are also discussed.

CHAPTER 3
RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The purpose of this study is to explore the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners. To fulfil this purpose, the aim of this chapter is to clarify the methodological options and motivate the choices of design, sampling, procedure, and data gathering and analyses. This chapter outlines the total layout of the empirical study. The type of the research that the study undertook is discussed, including the data collection strategy that was used to understand the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners, the selection of participants and the sites where data were collected. The procedure used to analyse data and lastly the trustworthiness of the study, according to Lincoln and Guba (1985), is also discussed in this chapter.

3.2 RESEARCH PARADIGM

The paradigms that informed this study were interpretivist/constructivism. Interpretivist/constructivist paradigm was deemed most appropriate in this study as Grade 1 teachers, the participants in this study, were actively engaged in their world of teaching isiZulu-speaking learners in English as the LoLT. Interpretivist/constructivism suggests that knowledge is constructed and accepted through the interaction of people in the social world. This corresponds with the characteristics of qualitative research as it suggests that the reality of an issue is socially constructed. The reality of the phenomenon in this study was extracted from the participants' social setting as they interacted with the Grade 1 isiZulu-speaking learners in their everyday teaching life. Experiences reported by each participant in this study (the ontology), together with the interaction of the participants and the learners in isiZulu Grade 1 classrooms (the epistemology), led the researcher to the answering of the main question, which is: *How do teachers use English as the LoLT in teaching Grade 1 isiZulu speaking learners?* Skinner's Language Acquisition and Teacher Efficacy Theories, as alluded to in the previous chapter, were used to clarify the important aspects of the study.

3.2.1 Ontological View of the Interpretivist/Constructivist Paradigm

Ontology in the use of interpretivist/constructivist paradigm suggests that there are more realities out there because every person in the social world interprets the reality in his/her own way, based on the experience/s he/she has. The experiences could emanate from the cultural, historical and/or philosophical background (Bracken, 2010; Dansieh, 2015). Ontology is concerned with the reality in the social world, whether there is a reality that is common and known by everyone or not. The reality that the researcher investigated in this study was the use of English in teaching Grade 1 isiZulu-speaking learners.

The researcher valued all participants' views about their teaching practices. The participants shared different experiences as individuals in using English as the LoLT. However, all data collected were considered important since the interpretivist/ constructivist paradigm does not have any right or wrong realities. The consensus was only reached considering what most participants regarded as the reality.

3.2.2 Epistemological View of the Interpretivist/Constructivist Paradigm

Epistemology is about the construction and the understanding of knowledge among a group of people (Silva, Bernardino & Gomes, 2017:24). It entails the experiences and practices that are shared in a natural and social aspect of the environment. This study explored what the group of Grade 1 teachers, using English as the LoLT, generally regard as knowledge that they believe in and how they reached that level of belief. Epistemology in this study, revealed the reasons behind the choice of English as the LoLT in teaching isiZulu-speaking learners. The reality of this phenomenon was extracted from the participants as the researcher visited the schools to observe the actual teaching and learning and conducted interviews with Grade 1 teachers.

3.3 RESEARCH DESIGN AND METHODS

McMillan (2016:12) defines research design as a plan, a structure and the procedure of the study to collect data. The research design gave an overview of procedures that took place during the research process, enabling the researcher to develop convincing

findings. Akhtar (2016:68) claimed that the research design of a study should act like glue that holds the research project together. The major parts of the study that were connected were the relevant data collected, the methods that were used to collect and to analyse data, all working together to answer the research question. De Vaus (2001:9) argues that the answering of the research questions should be as clear as possible in meaning; a poorly designed research has the potential of producing non-reliable findings.

The study aimed at answering the main research question: *How do Grade 1 teachers use English as the LoLT in teaching isiZulu-speaking learners?*

The sub-questions as:

- What are the teachers' experiences of using English as the LoLT?
- What strategies do teachers use in teaching English as the LoLT?
- What are the learning outcomes of using English as the LoLT?

Below is the summary of the research process.

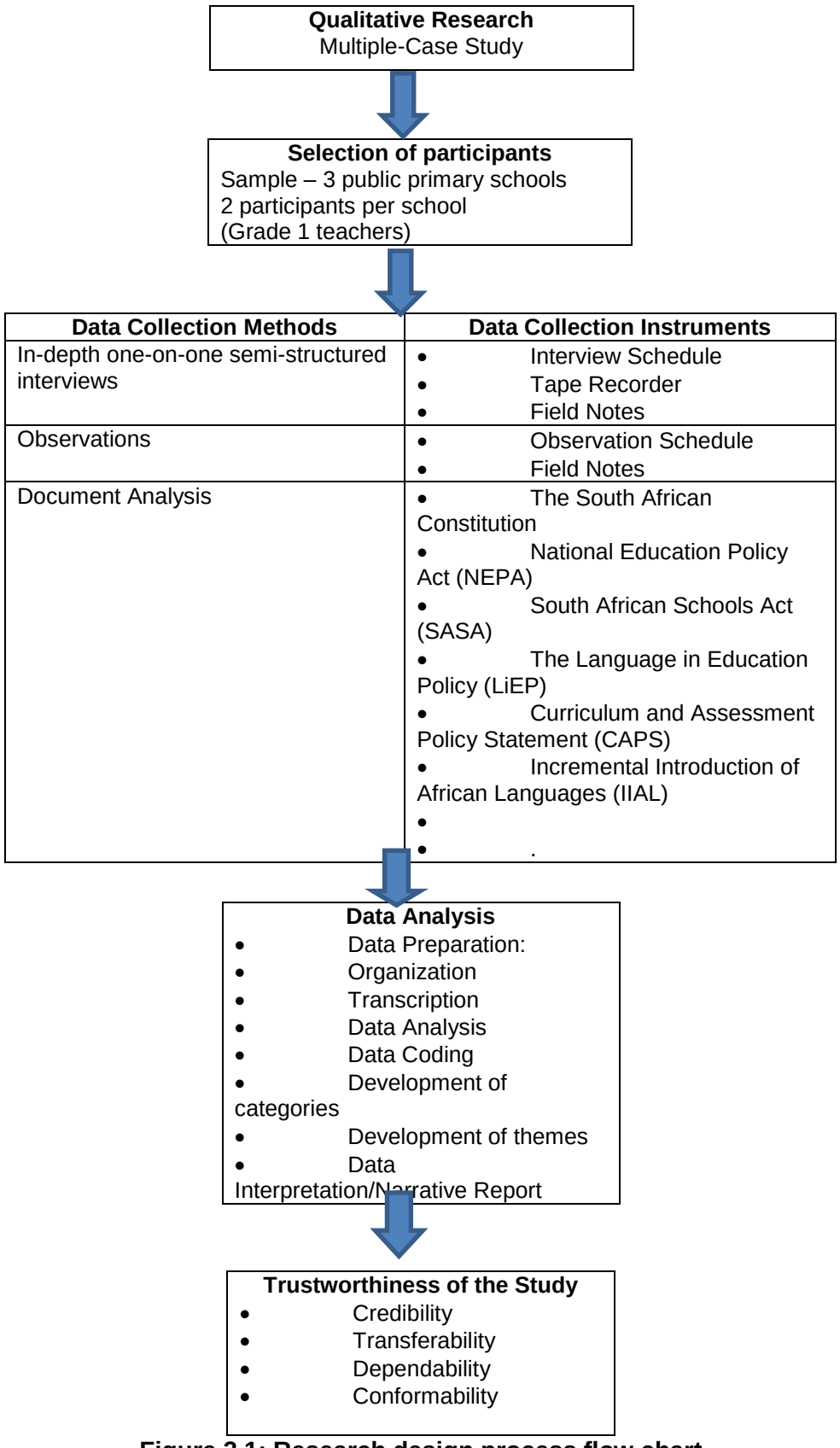

Figure 3.1: Research design process flow chart

3.3.1 The Research Approach

Newby (2010:116) defines qualitative approach as a soft, descriptive approach that is concerned with how and why things happen the way they do. Concurring with Newby is McMillan (2016:306) who explains that the qualitative approach looks at the process through which behaviour occurs and not just the end result of an issue. This type of research enables the participants to express themselves freely about how they view and experience the issue under study. Since this study adopted the qualitative nature of approach, the researcher felt the need to highlight the characteristics of this kind of research to prove the reasons behind the choice.

Qualitative research concerns itself with the detailed narration of the data that is collected from the participants (McMillan, 2016:305). The researcher collected a range of data that were recorded in words using interviews, observations and documents. The aim was to develop a deep understanding of how the participants perceived and behaved in the situation where Grade 1 isiZulu-speaking learners were taught in English as the LoLT. All the data collection strategies were used in the participants' natural settings, which enabled the researcher to understand the behaviour without having to take the situational characteristics into account (McMillan, 2016:305).

The researcher personally collected the data at the sites using interviews, observations and documents. All the data that were collected were obtained directly from the participants. The researcher spent most of the time interacting with the participants and the documents to uncover the truth about the phenomenon under study. The researcher depended entirely on the participants' views of their professional lives. The researcher expected more realities to be told by participants as they related their own understanding and experience of teaching Grade 1 isiZulu-speaking learners in English. The findings and the conclusions that the study reached were drawn exactly from what the participants said and did during the data collection period.

Analysis of data in the qualitative research is inductive in nature. Any data collected added to the understanding of the phenomenon under study (Creswell, 2015:96). McMillan (2016:306) asserts that this is important, as the researcher, in the qualitative

study, wants to be open to new ways of understanding. The researcher in this study generated a deeper understanding and connection of the information that was provided by Grade 1 teachers from different settings, which was seen as unconnected and too extensive to make sense of at the beginning, but later, specific findings were reached (McMillan, 2016:306).

The other characteristic of qualitative research is that the researcher comes into the study with some experience and beliefs that prompt the interest in the topic (Creswell, 2015; McMillan & Schumacher, 2010). This characteristic was mentioned in the discussion of the rationale and the problem statement (*cf*. Chapter 1.2 and 1.3.). McMillan and Schumacher (2010:323) assert that researchers of the qualitative study enter the investigation as if they have little or no experience of the phenomenon under study. The researcher in this study had some experience of the issue of the LoLT in schools in the King Cetshwayo District.

Savin-Baden and Major (2013:307) state that researchers must use logic and at times, empathy, when it comes to data collection. The researcher therefore took the issue of time into consideration as the first term of the year was avoided. This was due to the involvement of Grade 1 learners in the study. Although Grade 1 learners were not active participants, they were indirectly involved as they formed part of the data collection strategy in the observation. Orientations are conducted during this time of the year to familiarise Grade 1 learners with the new environment, as they were a little overwhelmed by the new environment in the first term. The preferred time of the data collection in this study was the second and third term of the year.

3.3.2 The Research Strategy

This study employed a multiple-case study design. A multiple-case study is an intense investigation of more than one case where more than one tool is used to collect data (McMillan & Schumacher, 2010; Cohen, Manion & Morrison, 2011; Efron & Ravid, 2013; McMillan, 2016). A multiple-case study carries all the characteristics of the case study with its strengths and weaknesses embedded in it as it is made up of a number of single case studies. The case study is defined by Gustufsson (2017:1) as an intensive study about a person, a group of people or a unit, which is aimed to

generalise over several units. In this study, data were collected in three public primary schools. Each of these primary schools was regarded as a case, which qualified as a multiple-case study.

Efron and Ravid (2013:41) claim that a multiple-case study is used mainly for the purpose of comparing the data collected in different sites. Comparing data were regarded as a strength in this study, as it enabled the researcher to draw similarities and differences from the data collected in the three selected sites. Cohen *et al.* (2011:293) see strength in the fact that this multiple-case study was conducted by a single researcher without any assistance from a team of researchers although McMillan (2016:317) is concerned that a single researcher could be biased if he/she is working on a study alone. One other disadvantage of the case study according to Baxter and Jack (2008), Gustafsson (2017) McMillan (2015 and McMillan and Schumacher (2010), is that collecting data in a case study design type of a research is time consuming. McMillan (2016:317) asserts that it calls for the researcher to spend more time at a site using different forms of data collection tools like interviews, observations and analysing documents. The researcher spent more time in the field in order to understand everything that was happening at the sites with regard to the problem of the study. Findings of the multiple-case study can be more convincing as they are founded from more than one site (Gustafsson, 2017:3), hence they cannot be generalised.

3.3.3 Research Site

Savin-Baden and Major (2013:307) define the research sites as the space or place of the topic under study. McMillan and Schumacher (2010:327) suggest that the site selected should be the one in which the viewpoints of the participants and the actual actions are found. Furthermore, McMillan and Schumacher (2010:327) claim that the constructivist approach calls for the site of the study to be natural, be related to, and appropriate for the research problem and design. In addition, McMillan (2016:305) assumes that the setting influences the way humans think, feel, and behave. Three public primary schools where English is used as the LoLT in the King Cetshwayo District were therefore selected as the research sites in this study. Data were collected

in a natural way that began with one-on-one interviews with the participants, followed by the lesson observations and document analysis.

3.3.4 Selection of participants

The process of choosing the participants was carefully done as Savin-Baden and Major (2013:312) state that sampling should be carefully done as it is likely to have an influence on the findings of the study. Efron and Ravid (2013:103) assert that the participants should be knowledgeable, verbally skilled and be willing to participate in the research. Purposive sampling was employed for selecting the participants in this study. It described as a careful selection of members of the community who are likely to provide the best information for the study (Savin-Baden & Major, 2013:314). Furthermore, Maxwell (2005 in Savin-Baden & Major, 2013:314) state that purposive sampling is a strategy in which particular settings, persons, or activities are selected deliberately in order to provide information that cannot be obtained from other sources.

Three of the ten public primary schools that use English as the LoLT in Grade 1 classes in the King Cetshwayo District, were selected for the study. The schools were selected because they were directly involved and they had experience of using English as the LoLT in teaching Grade 1 classes across the curriculum. Six Grade 1 teachers were selected to be the participants for this study, because the researcher knew that they were directly involved in using English as the LoLT in teaching Grade 1 isiZulu-speaking learners. The researcher established a rapport with the principals of the particular schools and explained the importance of the research to them. The researcher also convinced the principals and teachers that their identity would not be known and published. A sample of six participants could be seen as small yet after being studied intensively, a large amount of information was generated.

Table 3.1: Biographic information of participants in the study

School	Participant's pseudonym	Age category	Qualifications	Gender	Total Experience	Experience in Grade 1
A	Teacher 1, School A	20-30	Bachelor Degree in Education	Female	6 months	2 months
A	Teacher 2, School A	40-50	Primary Teachers' Diploma	Female	19 years	2 years
B	Teacher 1, School B	30-40	Bachelor Degree in Education	Female	9 years	4 years
B	Teacher 2, School B	30-40	Bachelor Degree in Education	Female	2 years	2 years
C	Teacher 1, School C	40-50	Bachelor Degree in Education	Female	21 years	5 years
C	Teacher 2, School C	20-30	Bachelor Degree in Education	Female	1 years	4 years

3.3.5 Data Collection Methods

The researcher as an active participant acted as an observer, interviewer, and document analyser (McMillan & Schumacher, 2010:322). Mears (2012:171) states that the researcher in qualitative research has to collect sufficient data and stop only when saturation point is reached. The researcher collected data in the three schools by observing lessons, interviewing the participants and comparing what has been observed and interviewed with the official documents in place. The researcher conducted follow-up interviews and observations where some points of clarification were needed during the data analysis, which was done simultaneously with data collection until data were saturated. According to Mears (2012:171) follow up interviews enable the researcher to achieve a level of an in-depth reflection.

3.3.5.1 Interviews

Interviews are the most common method of gathering data for qualitative research (Savin-Baden & Major, 2013; McMillan, 2016). Furthermore, McMillan (2016:344) asserts that this is because if an interview is well conducted, it allows the interviewer

to capture the thoughts and feelings of the interviewee in their own language, using words, phrases and meanings that reflect their perspectives. The one-on-one semi-structured interviews were conducted with all six selected participants in three sites.

The reason for choosing one-on-one, semi-structured interviews was that they are based on questions prepared prior to the interview (Afron & Ravin, 2013:98) and the research can extract more information from each interviewee without any influence from other participants. Interviews were conducted after the participants agreed to participate in the study and had signed the consent forms. The interviews were conducted after the learners' contact time to avoid any form of inconvenience that could be caused during the teaching and learning time. Six semi-structured questions were asked during the interview session with each participant. Some additional questions in response to the participant's comments and reactions were asked. McMillan (2016:346) asserts that openness is important for an appropriate probing during this time as it leads to the depth of the understanding of an issue.

The researcher ensured that the time and place for the interview was convenient for both parties. Resources like note pads, interview protocol and a recording device were prepared prior and used during the interview sessions. Each interview lasted for 30-45 minutes. The interview questions were piloted with a colleague before the interviews to ensure that they were relevant for needed data and for practice. Before the interviews, participants were given the consent form to read and sign. They were reminded that they were free to withdraw if they were not comfortable with the interview. The researcher switched on the tape recorder and started with the interview. At the end of the interview, the researcher thanked the interviewee. (*cf.* Appendix 6).

3.3.5.2 Observations

Observation is a method of data collection that aims at giving an understanding of how individuals construct their realities (Savin-Baden & Major, 2013:392). It is about the purposeful looking at a setting. This tool is considered as an important and powerful data collection method (Efron & Ravid, 2013; McMillan & Schumacher, 2010; Savin-Baden & Major 2013; Shank, Brown & Pringle, 2014). The observation enables the researcher to see and hear what is occurring naturally in the research (McMillan &

Schumacher, 2010:350) and how and why things happen the way they happened (Savin-Baden & Major, 2013:392). Furthermore, Efron and Ravid (2013:86) insist that observation is important in educational research because it provides a powerful insight into the life of schools and classrooms that are observed. In addition, Efron and Ravid (2013:86) assert that observation allows the researcher to see things that may be unconsciously missed in the normal dynamics of teachings. Shank *et al*. (2014:21) assert that it is hard to imagine data collection in a qualitative research without observation. Prolonged observation is advantageous as it yields a rich understanding of the phenomenon under study (McMillan & Schumacher, 2010:350).

Based on the advantages of observation, as discussion above, the researcher was convinced that observation, as a data collection tool, was essential in this study. The researcher believed that observation verified what the participants aired in the in-depth interviews, conducted earlier. The researcher was able to pick up information as happened naturally in the classroom setting that was missed, omitted or ignored during the interviews. McMillan and Schumacher (2010:352) emphasise that field observation is an active process that includes the non-verbal cues like facial expressions, gestures, tone of voice, body movements, and other non-verbalised social interaction that suggest the subtle meanings of language. During the observation sessions, the researcher looked, listened, asked, pondered and recorded what was observed (McMillan & Schumacher, 2010; Afron & Ravin, 2013).

The observation protocol, with a set of activities to be observed, was developed prior to the observation sessions (*cf.* Appendix 7). Afron and Ravid (2013:88) argue that the rich description of what happened in the observation setting makes observation more meaningful and that it is capable of bringing to life to the reader the actual setting that was observed. The observation protocol entailed both descriptive and reflective notes. Classroom environment, the use of English for communication and for instruction, instructional strategies and activities as well as learner engagement, was observed in an attempt to answer the research questions.

Upon entry, the researcher acted as a complete outsider, which according to Creswell (2013:47) and McMillan and Schumacher (2010:339) may change as the study progresses. The researcher built trust and good relations with the teachers and the

learners as a way of familiarising herself with the setting and as a way of addressing the concern of Afron and Ravid (2013:88) that the presence of an outsider in the classroom can affect the behaviour of the learners. The researcher was a close yet inactive and known observer. Newby (2010:367) referred to such an observer as a visible outsider that teachers and learners are aware of but with no interaction. The first visit into the classroom was the phase of initial observation that assisted in the revision of the researcher's role and in the understanding of how things happen in the natural setting. The data collected on the first visit was of great help as the study progressed.

The next detailed observation sessions were determined by the first visit. During the second observation, it seemed that what was to be observed was saturated as there was no new reaction from the observed activities. During the lesson observations, the researcher jotted down field notes. The observations were conducted during the second and third terms of the year as the verification of what was discussed in the interviews with the participants and to obtain information of the Grade 1 teachers using English as the LoLT in teaching isiZulu-speaking learners.

3.3.5.3 Documents Analysis

Afron and Ravid (2013:123) assert that documents allow the researcher to construct a layered and contextual understanding of the topic. Such understanding, Savin-Baden and Major (2013:404) claim, cannot be found anywhere else. McMillan and Schumacher (2010:361) distinguish between records that have an official purpose and documents that are prepared for the personal use. In this study, the researcher used the official documents as the researcher hoped they would yield fruitful results that could answer the research question of the study.

The South African Constitution gave clarity on the official languages of the country and the rights of the learners with regard to the LoLT in South Africa. SASA clarified who is responsible for facilitating the decision of LoLT in public schools. However, due to the complications that come with the nature of the country being the rainbow nation, the Minister of Education (see NEPA Section 4) is mandated to ensure that justice is done when the LoLT in schools is decided. The LiEP gave guidance and directives as

to how the language policies in schools are drawn. CAPS and IIAL differentiate between the levels of languages that are to be taught in Grade 1 classes.

It was therefore imperative for the researcher to analyse the official documents pertaining to languages in order to develop a deeper understanding of how schools have reached the decision of using English as the LoLT in teaching Grade 1 isiZulu-speaking learners. In addition, the official documents enabled the researcher to understand participants' attitude and behaviour about the research topic based on the legal perspective of LoLT in South Africa. CAPS enabled the researcher to determine whether the participants followed the policy to teach the lessons that were observed.

3.3.6 Data Analysis

It should be highlighted that in qualitative research data collection, analysis and interpretation is interwoven as analysis starts from the data collection period and continues even after the collection of data is completed (Creswell 2015:195). According to methodologists (Afron & Ravid, 2013; Creswell, 2015; McMillan & Schumacher, 2010) data analysis is an ongoing process that starts during data collection phase. Thematic data analysis method was followed in analysing the data. Braun and Clarke (2006:78) stress that thematic analysis should be seen as a foundational method for qualitative analysis. In addition, it is the first qualitative method of analysis that researchers should learn, as it provides core skills that will be useful for conducting many other forms of qualitative analysis (Braun & Clarke, 2006:78). The data collected were processed as the researcher wanted to make sense of what the participants shared during the interviews in order to compare it with what was observed in the classrooms.

3.3.6.1 Organising and transcribing data

The researcher started the process by organising and transcribing the data in preparation for the analysis. The researcher's field notes, the tape-recorded data, observation protocol and the documents were transcribed into words. Transcription of the tape-recorded interviews was done immediately after every interview session. A maximum of three hours of work after about an hour of interviewing was needed to

prepare and produce the final record or transcript of the data collected (McMillan & Schumacher, 2010:360). The researcher sorted all the transcribed work into workable chunks. The organised data were read and re-read as the researcher tried to make sense of the participants' points of view when responding to the interview question and what happened as the lessons were observed. Additional notes and ideas were developed as the researcher went systematically through the data. This process continued until the researcher was convinced that all ideas and views that were expressed by the participants were captured. This stage of data preparation was followed by that of data analysis.

3.3.6.2 The Coding of Data

The researcher opted for a thematic style of data analysis, which started with coding of the collected data using the emerging categories. The coding of data commenced at the stage where the researcher was reading the participants' documents and developing some topics from it. The list of topics, similar to each other, was grouped together. A cluster of topics was given a word that best described them, that was a code. A code is a name or a label that the researcher gives to a piece of text containing similar idea (Cohen *et al.,* 2011:559), as codes pull together a wealth of material into some order and structure. The researcher used the topics that readers would expect to see immediately when the issue of teaching of Grade 1 isiZulu- speaking learners in English as the LoLT comes to mind (Creswell, 2015:198).

3.3.6.3 Development of Categories

Furthermore, a combination of coding, based on the emerging information collected from the participants, was used in this study (Creswell, 2015:199). From the coding process, the researcher was able to give a detailed description of each site where data were collected and also a description of the participants of the study. Categories were generated from the coding process. Cohen *et al*. (2011:566) define categories as the main groupings of constructs or key features of the text, showing links between units of analysis. In addition, Cohen *et al.* (2011:566) state that it involves the grouping of the codes that are close in content and/or that are talking to each other.

3.3.6.4 Development of Themes

The grouping of the categories led the researcher to the development of themes. The process of discovering the themes was an important stage as it generated the statements used to report in the findings of the study.

3.3.6.5 Data Interpretation Stage

This is the stage where the researcher interpreted the findings of the study and came up with the research results. The findings were informed by the themes that were identified from the grouped categories supported by the actual quotes from the participants, field notes and notes from the documents analysis. The interpreted data were narrated in the form of a report. Savin-Baden and Major (2013:451) defines data interpretation as the act of explication, explanation and elucidation. It is in this stage that the researcher attempted to translate and explain what was said, observed and analysed during the data collection process.

3.4 TRUSTWORTHINESS OF THE STUDY

Anney (2014:275 citing Lincoln & Guba, 1985) refers to trustworthiness as the roots of establishing the rigour of qualitative research. To establish trustworthiness of this study, the following four qualitative trustworthiness criteria, suggested by Lincoln and Guba (1985:300), were followed: credibility, transferability, dependability and confirmability.

3.4.1 Credibility

The researcher used the participants actual words as a way of verifying that the data collected in this study were the participants' original sayings. Credibility is the confidence that can be placed in the truth of the research findings (Anney, 2014:276). Member checks, peer debriefing and triangulation are the credibility strategies used in this study.

3.4.1.1 Member Checks

Creswell (2013) and Lincoln and Guba (1985 cited in Anney, 2014:277) emphasise that member checking is crucial and is the heart of credibility in qualitative research. Member checks are the continuous testing of the data and its interpretation (Anney, 2014:277). The researcher, therefore, applied member check in this study by sending the analysed and interpreted data back to the participants for them to verify its accuracy and credibility. McMillan and Schumacher (2010:331) argue that member checks can also take place within the interview as the researcher rephrases and probes to verify what participant said. The member checks were applied in the interview sessions. The researcher rephrased the questions and probed for more information from the participants. The member checks were also used to eliminate a thread that the participants might have identified by assuring them that this study's intention was not for discrediting and exposing the use of English as the LoLT in teaching Grade 1 learners.

3.4.1.2 Peer debriefing

Anney (2014:276) suggests that the qualitative researcher needs to get the support of the academic person to ensure the credibility of the study by reviewing whether the results of the study were derived from the data collected. Peer debriefing assisted the researcher in being honest with the analysis of data in this study. The themes that were developed from the codes were sent to the supervisor who debriefed and verify them. The researcher got an opportunity to review the themes after receiving feedback from the supervisor. The conclusions and the recommendations of the study were then drawn from the findings, based on the verified themes by the supervisor.

3.4.1.3 Triangulation

Newby (2010:122) asserts that triangulation seeks to validate a claim, a process or an outcome through at least two independent sources. In this study, information was obtained from six teachers in three different schools that use English as the LoLT in Grade 1 classes. Triangulation was also ensured as more than one data collection method was used. In-depth interviews were conducted initially, followed by

observations to verify the data collected during the interviews and this data was compared to documents that were analysed. Savin-Baden and Major (2013:392) state that observation verifies both self-reported and actual information. Furthermore, Savin-Baden and Major (2013:392) argue that observation helps to improve the validity of the study. Triangulation was also applied using the tape recorder and taking extensive notes during the interview sessions, which ensured that no information was omitted. The documents that were analysed were the South African Constitution, the National Education Policy Act, the South African Schools Act, the Language in Education Policy, Curriculum and Assessment Policy Statement and the policy on Incremental Introduction of African Languages (IIAL).

3.4.2 Transferability

Babbie and Mouton (2001:209) define transferability as the extent to which the findings can be applied in other context or with other participants. Transferability was evident in the study when the 'rich thick description' was provided and the participants were purposively sampled. Stake (2006:49) suggest that a description is rich if it provides details when describing a case. A thick description and purposive sampling could be used to ensure transferability in the study (Annay, 2014:85).

3.4.2.1 A thick description

A thick description was provided in this study since the settings, the participants and the data collection methods were thoroughly narrated. A thick description is referred to as a rich and extensive set of details concerning the methodology and context (Annay, 2011:278). The researcher took it upon herself to provide all details of the processes of data collection, data analysis and up to the point where the findings of the study were reached and interpreted.

3.4.2.2 Purposive sampling

Cohen *et al.* (2011:156) suggest that purposive sampling provides greater in-depth findings than other probability samplings methods. The researcher in this study wanted to explore the use of English as the LoLT in teaching Grade 1 isiZulu-speaking

learners. The key informants of the study had to be knowledgeable of and involved in the issue under investigation. Purposive sampling was then one of the techniques that were used as the researcher carefully selected the participants of the study.

3.4.3 Dependability

Dependability refers to the stability of findings over time (Bitsch, 2005:86). Dependability was applied in this study by the use of an audit trail. An audit trail involves an examination of the inquiry process and product to validate the data (Annay, 2014:278). The researcher kept some records of the inquiry for auditing purposes. Raw interview data, observation notes and all field notes were kept throughout the study. Triangulation strategies were also employed, as explained under the credibility section in the previous discussion.

3.4.4 Confirmability

McMillan (2016:310) claims that confirmability is all about verification. Baxter and Eyles (1997) define confirmability as the degree in which the results of an enquiry could be confirmed or corroborated by other researchers. Audit trail (*cf*. 3.3), reflexive journal (3.4.4.1) and triangulation (*cf*. 3.4.1.3.) are evidence of confirmability in the study (Lincoln & Guba, 1985:318). Triangulation was implemented as interviews, observation and data analysis served as the data collection tools that confirmed data collected.

3.4.4.1 Reflexive journal

A reflexive journal in a qualitative research study was kept in order to record the experiences of the researcher throughout the research journey. Bashan and Holsblat (2017:2) claims that the reflective journal serves as a pedagogical instrument for the encouragement of reflection, critic and self-analysis. In this study, the reflexive journal was used for the researcher to reflect on the experiences and the challenges encountered in the sites. It assisted the researcher in looking back at the thoughts, the actions and the feelings she experienced during the data collection period. It further served as a tool for learning and improvement of the study.

3.5 ETHICAL ISSUES

Research ethics in qualitative research involves the manner in which the researcher handles herself when dealing with the participants. The participants and the data collected from the participants have to be protected and given the dignity that is due. Creswell (2013:57) states that ethical considerations are to be demonstrated in all stages of the research study. Angrosino (2012:167) considers informed consent and the protection of confidentiality as the most fundamental principles of ethical research.

3.5.1 Informed Consent and Voluntary Participation

Participants were provided with consent forms assuring them of confidentiality and anonymity and which was thoroughly explained to them. Savin-Baden and Major (2013:325) assert that informed consent is an ongoing process and does not end with the signing of the consent form. Participants were made aware that they have a right to withdraw from the study if they no longer felt comfortable. Yet the researcher strived to strike for a balance between over-informing and under-informing the participants (Savin-Baden & Major, 2013:325).

3.5.2 Protection from Harm and Confidentiality

A sense of caring and fairness, as McMillan and Schumacher (2010:339) suggest, formed part of the researcher's thinking, actions and personal morality in this study. The participants were protected from any harm, humiliation or betrayal during the entire data collection process. Pseudonyms were used instead of the participants' real names. Schools were referred to as School A, School B and School C while participants were known as Teacher 1, Teacher 2 from School A, Teacher 1, Teacher 2 from School B and Teacher 1, Teacher 2 from School C in this study. All collected data were kept strictly confidential and protected in a locked cupboard in the researcher's office.

3.6 CONCLUSION

The chapter highlighted the procedures that were followed in the study. It entailed the development of a detailed plan, according to which research was undertaken. The main purpose of this chapter was to enable the researcher to look ahead of what the research was likely to be. The research design and the data collection strategy including the selection of sites and the selection of participants were discussed. The four trustworthiness criteria and the ethical issues ensuring the welfare of the participants, their safety and confidentiality during the study were discussed. In the next chapter, the researcher presents the findings of the study.

CHAPTER 4
FINDINGS OF THE STUDY

4.1 INTRODUCTION

In the previous chapter, the researcher outlined the research design. In this chapter, the findings of the study are presented according to themes that emerged from the collected data. Data analysis is a process of making sense of the collected data. Creswell (2015:195) states that it involves the segmenting and putting apart data as well as putting it back together. The process of data analysis, organised in themes and sub themes, is presented.

4.2 RESEARCH QUESTIONS

This study of limited scope sought to address the identified problem, and explore the use of English as LoLT in teaching Grade 1 isiZulu-speaking learners. Therefore, this research study sought to answer the following main research question: *How do Grade 1 teachers use English as the LoLT in teaching isiZulu-speaking learners?*

The sub-questions were derived from the main question as:

- What are the teachers' experiences of English as the LoLT?
- What strategies do teachers use in teaching English as the LoLT?
- What are the learning outcomes of using English as the LoLT?

4.3 SUMMARY OF THE FINDINGS

Figure 4.1 presents the four themes, which emerged from one-on-one interviews with Grade 1 teachers and from observed lessons during English, Numeracy and Life Skills teaching in Grade 1 classrooms. It became clear that the emerging themes are integrated in the overall aim of this study, which was to explore the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners.

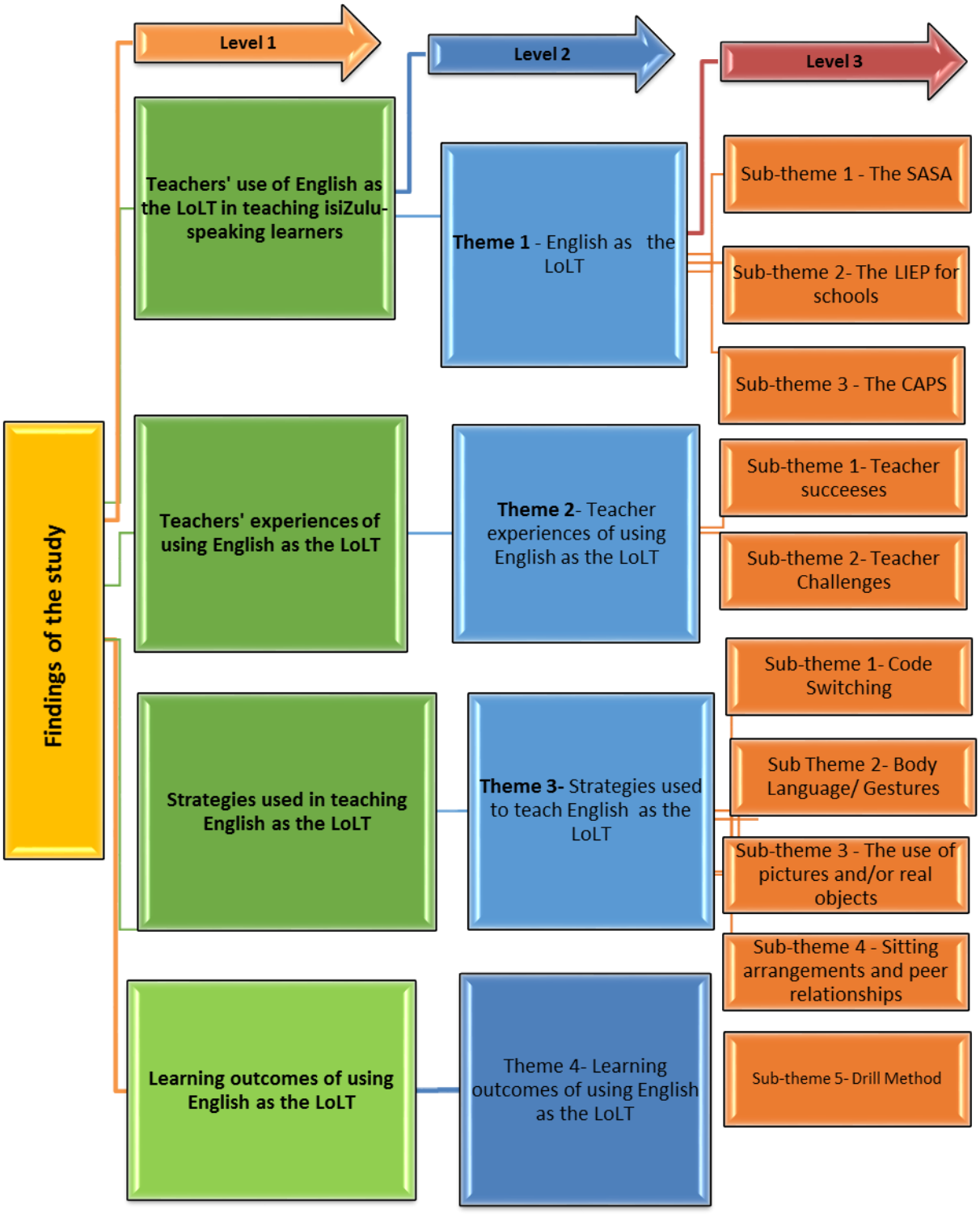

Figure 4.1: Summary of the findings of the study (Sibisi, 2019)

Figure 4.1 has three levels. The first level contains the research questions; the second level presents the themes while the last level is made up of the sub-themes.

4.4 FINDINGS WITH REGARD TO THE TEACHERS' USE OF ENGLISH AS THE LOLT IN TEACHING ISIZULU-SPEAKING LEARNERS

4.4.1 Theme 1: English as the LoLT

The South African Constitution; the National Education Policy Act (NEPA); the South African Schools Act (SASA); the Language in Education Policy (LiEP) and the Curriculum and Assessment Policy Statement (CAPS) guide the language of learning and teaching (LoLT) in South African schools.

4.4.1.1 Sub-theme 1: The SASA

SASA is drawn from the Constitution and NEPA. According to the country's constitution, a learner has the right to learn in the language of his choice. The Minister of Education in the country is empowered by the NEPA with the responsibility to ensure that the right of the learners to receive the education of his/ her choice is fulfilled. Section six of SASA mandates that the school governing bodies of the public schools should decide on the language policy of the school (*cf.* 2.4).

Based on the above discussion, the researcher was interested in finding out whether SASA was considered when the LoLT of the school was decided. This would be seen by investigating the involvement of parents in matters of the LoLT. When teachers were asked about the parents' being aware of the school language policy, their responses were as follows:

> *They know (pause), a meeting with the parents was held and they were told about the changing of LoLT in the school. (Teacher 1, School A)*

Three teachers, Teacher 2, School A; Teacher 2, School B and Teacher 1, School C were not sure if the parents knew about the language policies in their schools. However, they all claimed that parents know that their children are taught in English.

> *I think they do (*saying with doubt*).* (Teacher 2, School A)
> *I am not sure if parents are aware of the school language policy but they know that we are using English as LoLT.* (Teacher 2, School B)
> *Maybe they were told before I joined the school. I do meet parents at the beginning of each year but I must admit, I never discuss anything about the schools' language policy.* (Teacher 1, School C)

Teacher 2, School C concurs with her colleague as she mentioned that nothing had ever been said about the language policy to the parents.

> *Nothing have been talked to parents with regard to the language policy.* (Teacher 2, School C)

Teacher 1, School A and Teacher 2, School B indicated that the principals decided to change the LoLT in their schools. Furthermore, both Teacher 1, School A and Teacher 2, School B made it clear that parents accepted and are happy that their children are taught in English.

> *Parents in our school were told about the change of the LoLT when the new principal takes over in 2013. They are very much excited about the school being an English LoLT school.* (Teacher 1, School A)

Teacher 2, School B indicated that the school principal told them that parents had taken a decision about the LoLT of the school in the meeting that she had convened with the parents.

4.4.1 2 Sub-theme 2: The LiEP for schools

LiEP is the country's policy that promotes the use of mother tongue in the Foundation Phase. Schools are expected to develop their own language policies that are in line with the LiEP. The researcher was interested in finding out whether the schools have

their own language policies and if so what was stated with regard to the language of learning and teaching in the Foundation Phase, particularly in Grade 1.
Teacher 1, School A and Teacher 2, School A responses were as follows:

> *The language policy is in place. (Teacher 1, School A)*
> *I know that we are expected to teach in English (Teacher 2, School A)*

Teacher 2, School B had this to say:

> *The HOD gave me a copy of LiEP and I kept it in my curriculum file.*

However, Teacher 1, School B admitted that she has never had the time to go through the policy although she did know that the LoLT in the school is English. However, her colleague, *Teacher 2, School B* had some doubts about the availability of the language in education policy of the school.

> *Language Policy, mhhh, yes, (*doubting*). However, I am not sure if it's the one we are using.*

In School C, both participants had never seen the school's language policy.

> *I don't know anything about the language policy in this school. I came with one from the previous school. I expected them to tell me about theirs, but they never did.* (Teacher 1, School C).

Teacher 2, School C claimed that she never saw the language policy in her school.

> *Ey!, to be honest, angikaze ngiyibone. (Meaning, I never saw it)*

4.4.1.3 Sub-theme 3: The CAPS

The Curriculum and Assessment Policy Statement (CAPS) supports the country's Language in Education Policy. The motive behind the introduction of EFAL as a subject in Grade 1 was to develop a foundation for the language to the non-speaking learners of English and thereby enable them to use it for both communication and instruction at a given time. The researcher was interested in finding out if the Grade 1 isiZulu-speaking learners understand English as the LoLT.

a. *The use of English for communication and for instruction.*

Teacher 2, School A; Teacher 1, School B; Teacher 2, School B; Teacher 1, School C and Teacher 2, School C asserted that most Grade 1 learners are still struggling with English.

> *Some learners do understand when they are taught in English but some don't. (*Teacher 2, School A)

*Out of a class of 46 only 5 learners interact, understand and communicate in English without any assistance. The rest of the class is struggling. (*Teacher 1, School B)

> *Communicating with them is very, very difficult since it is not their language. When I give them instructions they don't respond because they don't understand.* (Teacher 2, School B)

> *20 out of 60 learners can understand the language but they fail to respond verbally to the instructions.* (Teacher 1, School C)

> *I find it very difficult to communicate with them in English. They just don't understand what I say. Only 15 learners are trying. They understand and answer questions and can also write. Others are very much struggling. They are not even able to copy what is written on the board.* (Teacher 2, School C)

Both participants from School A noted that most of the learners struggling with the use of English have not progressed from their school's Grade R classes.

> *Learners from the other schools are struggling. If you give them instructions in English they simply stare at you. (Teacher 2, School A)*

It was observed that in most classes, teachers are consistent in using English for teaching. However, learners use isiZulu when answering some questions and also for communication in the classrooms. The learners' levels of understanding English was very poor.

b. *General attitude of learners*

Teacher 1, School A; Teacher 2, School A and Teacher 1, School C pointed out that some learners do not find it challenging to be taught in English. They asserted that many learners enjoy being taught in English. Teacher 1, School A believed that it is because they were taught in English even in Grade R.

> *Grade R is teaching in English. So they come to Grade 1 with the background of English from Grade R.* (Teacher 1, School A)

> *Yes, I enjoy, I am happy. I find it easy to teach them in English, or maybe I must say, it is possible. Even learners are excited, they even communicate in English.* (Teacher 1, School A)

> *Learners enjoy the lesson* (Teacher 2, School A)

When Teacher 2, School A was asked how she knows that learners enjoy the lesson, she explained:

> *You can see when learners enjoy the lesson, the way they say the rhymes and poems, they enjoy.* (Teacher 2, School A)

> *They enjoy English. They concentrate and participate in the lesson.* (Teacher 1, School C)

It was noted though that the learner attitude towards the use of English is not good in School B as teacher 1 commented:

> *Learners do not feel comfortable when we start the lesson and continue using English only. (Teacher 1, School B)*

The general interest of their learners was also observed in the lessons where English was used to teach Grade 1 isiZulu-speaking learners. A high rate of participation was observed in two classrooms for Teacher 1, School A and Teacher 1, School C. A great deal of interest and excitement was demonstrated especially at the beginning of the lesson. In Teacher 2, School A and Teacher 2, School B's classrooms, the learner attitude towards the language was at an average level. A poor learner attitude was observed in Teacher 1, School B and Teacher 2, School C's classrooms. In the last two classrooms, learners were restless and often disturbed each other while the lessons continued.

Overall, it was found that the learners who have attended Grade R where English is the LoLT were quite comfortable with being taught in Grade 1 in English as they had built a foundation of English.

4.5 FINDINGS WITH REGARD TO TEACHERS' EXPERIENCES OF USING ENGLISH AS THE LOLT

4.5.1 Theme 2: Teachers' experiences of using English as the LoLT

During the interviews, teachers expressed their experiences about the use of English as the LoLT to the Grade 1 IsiZulu speaking learners. The teachers indicated their successes and challenges.

4.5.1.1 Sub-theme 1: Teachers' successes

Teacher 1, School A; Teacher 2, School A and Teacher 1, School C viewed their successes differently. Teacher 1, School A view the fact that more parents bring their children to their school as a success.

> *Parents are happy about the LoLT of the school; the school enrolment has gone up tremendously.* (Teacher 1, School A)

Teacher 2, School A and Teacher 1, School C regard being successful through the learners' work.

> *When I see learners developing English vocabulary that enables them to speak and write, then I know that I have achieved.* (Teacher 2, School A)

> *To me, seeing learners responding to the instructions is a success. In my class, 40 out of 60 learners do understand English and can respond to the instructions. (*Teacher 1, School C)
> *Yes, I enjoy, I am happy. I find it easy to teach them in English, or maybe, I must say, it is possible. Even learners are excited, they even communicate in English.* (Teacher 1, School A)

The other three teachers (Teacher 1, School B; Teacher 2, School B and Teacher 2, School C) were not able to articulate their successes.

> *Some (Pause), some (Pause again), some successes, not much. Most learners cannot even say a word without the teacher's help.* (Teacher 1, School B)

A lot of doubt was observed. Teacher 1, School B rated herself as struggling and in need of help although she indicated that giving instructions is much better for her. She further clarified that instructions are more or less the same, which shows that repetition ensures that learners become accustomed to them.

Teacher 2, School B indicated that she has seen success.in only five learners.

> *I only have about five learners that I would say they understand and the rest of the class is struggling. They participate by interacting and communicating without much assistance from the teacher. (Teacher 2, school B)*

Teacher 2, School C asserted that there are no successes.

> *I am trying,* she said.

Together with their successes, teachers discussed the benefits of using English and their recommendation of using English in other schools.

Teacher 1, School A; Teacher 2, School A and Teacher 1, School C were positive that teaching in English benefits Grade 1 isiZulu-speaking learners.

> *Yes, I recommend the use of English LoLT. IsiZulu is difficult, the terminology is difficult, for example, the word 'unxantathu' (a triangle) is difficult for learners. It is better to say it in English.* (Teacher 1, School A)

> *From my experience, English is the best option to be used when teaching Grade 1 learners. It helps them when they get to the upper grades. IsiZulu terms are difficult for learners and for teachers too. If learners are taught in isiZulu from Grade R, they find it difficult to cope in Grade 4.* (Teacher 2, School A)

> *Learners understand English at an early stage in preparation for Intermediate Phase*. (Teacher 1, School C)

However, Teacher 1, School C asserted that it needs some kind of a coaching to ensure that the use of English as the LoLT for isiZulu-speaking learners is successful.

> *I wouldn't recommend unless I start by workshopping the other person. It needs some kind of coaching.*

The three other teachers (Teacher 1, School B; Teacher 2, School B and Teacher 2, School C) were hesitant with the use of English as the LoLT. Teacher 1, School B was adamant that teaching in English is not working. She shook her head and undoubtedly said, *"No",* when asked if the use of English LoLT for isiZulu-speaking learners was working.

> *To be honest, for now, it is not working. They can use English provided the resources are provided. From the learners' perspective, I don't think it is a good idea to use English.* (Teacher 2, School B)

> *Ey! I would recommend isiZulu because of our learners' background. Learners taught in isiZulu benefit more than those that are taught in English.* (Teacher 2, School C)

Generally, all the classrooms where lessons were observed were well displayed and the environment was conducive to learning and teaching. It was noted though that in School A in both classes, there were very few charts on the wall; those that were displayed were older and not relevant. In Teacher 1, School B's classroom, very few English charts, as a subject, were displayed on the walls.

Some teacher successes were observed in their ability to sustain learners' engagement throughout the lessons. However, only two participants were successful in keeping their learners engaged in the lesson, i.e. Teacher 1, School A and Teacher 2, School B.

4.5.1.2 Sub-theme 2: Teachers' challenges

The challenge that Teacher 1, School A; Teacher 2, School A and Teacher 2 School C had in common is that of learners' failure to understand the language.

> *It takes time for them to understand a new concept. Some are so bad in such a way that I wish to refer them to a special school. The lesson is sometimes repeated which is time-consuming and had a negative impact on the curriculum coverage.* (Teacher 1, School A)

> *Ey! Ey! To be honest, it is so difficult in my case because since I started teaching, I have been using isiZulu as LoLT. My learners don't understand instructions. Even if I say to them, 'Take out your books', they don't understand. I repeat several times.* (Teacher 2, School C)

Teacher 2, School C's challenge was evident during the observation session. She struggled a lot as she had to beg them to speak. Very few learners seemed to understand what was happening. Unfortunately, the teacher was frustrated most of the time and could not hide it as it clearly showed in her facial expression. She often paused, looking at the learners with a frowning face and begged learners to talk. She was discouraged and angry.

Teacher 1, School A and Teacher 2, School A claimed that in most cases, learners who do not understand English are those that do not come from their school's Grade R.

> *Learners from other schools are struggling.* (Teacher 1, School A)
> *Some learners don't understand English. You find it very hard to teach especially those learners that are coming from other schools. (Teacher 2, School A).*

Although Teacher 1, School A claimed that she does not have many challenges; however, she admitted that 12 out of 87 learners in her class are struggling with understanding English.

> *I don't get much challenge unless if the learner is a slow learner. (Teacher 1, School A)*

She further concurred with her colleague that learners who have some difficulties do not come from their Grade R.

> *Most learners that are struggling are coming from other schools (Teacher 1, School A)*

Both teachers in School A pointed out that learners progressing from their school's Grade R come to Grade 1 with enough background of English. Grade 1 teachers do not have to explain terminology for learners. Teacher 2 in School A indicated that about 30% of learners who do not understand the language in her class. She was not apologetic to say that most of those learners do not come from their own Grade R.

Some teachers were challenged with curriculum documents that had not been written in English. A further challenge was the lack of suitable resources for the teaching of English at this level.

> *There are no relevant curriculum documents that are written in English. We don't have any reading resources, for example, big books and Graded Readers in the case of English as the language. Whatever that is written in isiZulu has to be translated into English. (Teacher 2, School B)*

The other challenges concerned methods of teaching some aspects of the language. Teacher 2, School B indicated that the teaching of phonics and reading is a challenge for her. Teacher 1, School C complained about the teaching of the creative writing, which she regarded as a challenge.

> *Teaching learners to write is difficult.* (Teacher 1, School C)

The teachers' inability to keep learners engaged in the lesson throughout the contact time was a challenge in some of the Grade 1 classrooms. This challenged was noted in Teacher 1, School A's classroom and in Teacher 2, School A's classroom as well. Teacher 2, School A spent more time with the better group especially in the answering of questions.

This study revealed that teachers consistently used English as the LoLT in their classrooms; however, in contrast, learners used mostly isiZulu when responding to the questions and also when talking amongst themselves in groups. It was also found that the learners' level of understanding was generally poor. The flow of the lessons observed were hindered by teachers' lack of confidence in using English language, lack of appropriate and suitable resources and lack of teachers' training on how to use English as the LoLT in teaching Grade 1 isiZulu-speaking learners.

4.6 FINDINGS WITH REGARD TO STRATEGIES USED IN TEACHING ENGLISH AS THE LOLT

4.6.1 Theme 3: Strategies used in teaching English as the LoLT

Although there are a number of different strategies that can be used in Grade 1 first additional language classrooms, it was observed that teachers used limited teaching strategies. The common strategies used by teachers were code-switching, body language/gestures, the use of pictures and/or real objects, sitting arrangement and peer relationships and the drill method.

4.6.1.1 Sub-theme 1: Code-switching

All the teachers in all three sites admit that they use isiZulu to teach and to give some instructions particularly in cases where learners do not understand English.

> *I do code-switch. Code switching is helping according to me.* (Teacher 2, School C)

> *Mh! Code switching, yes, sometimes.* (Teacher 2, School A)
> *To be honest, I use isiZulu sometimes because some learners do not understand English. Then I will have to code switch. It is time consuming though, but I have to do it for now. I believe code switching will be less in Term 3 and Term 4.* (Teacher 2, School B)

Learners do not feel comfortable when I start the lesson in English and continue using English only. They don't understand. Therefore, if I use English and continue using English only, they don't participate. (Teacher 1, School B)

I do about 60% of English and 40% of IsiZulu. (Teacher 1, School C).

When Teacher 1, School C was asked if it helps, her response was,

Yes, it helps.

Participants were then asked to indicate roughly the percentage of code switching utilised in their classrooms. The table of code switching as per their indication came out as follows:

Table 4.1: Percentage of code switching in Grade 1 classrooms

School	Participant's pseudonyms	English	IsiZulu
A	Teacher 1, School A	90%	10%
A	Teacher 2, School B	50%	50%
B	Teacher 1, School A	50%	50%
B	Teacher 2, School B	50%	50%
C	Teacher 1, School A	50%	50%
C	Teacher 2, School B	50%	50%

The issue of code switching also came up as participants discussed learners' difficulty in understanding English.

*I will then have to switch to isiZulu now and again. (*Teacher 1, School B)

*I repeat several times until I switch to isiZulu. (*Teacher 2, School C)

4.6.1.2 Sub-theme 2: Body language/gestures

Only Teacher 2, School A and Teacher 1, School C indicated that they use some gestures as a strategy to help learners to understand the English that is used as the LoLT in Grade 1 classrooms.

> *Demonstration. The use of body language. Showing them what to do first, making examples.* (Teacher 2, School A)

> *Actions, sometimes I use actions.* (Teacher 1, School C)

4.6.1.3 Sub-theme 3: The use of pictures and/or real objects

Teacher 1, School B; Teacher 2, School B and Teacher 1, School C use pictures and real objects in their Grade 1 isiZulu speaking classes.

> *I bring some resources e.g. pictures and real objects.* (Teacher 1 School B)

> *Picture and words. Was working but afterwards I realized they were no longer reading the words but the pictures. Concrete objects e.g. counters are also helping them to understand especially in Mathematics.* (Teacher 2, School B)

> *Practical work. Concrete objects.* (Teacher 1, School C)

4.6.1.4 Sub-theme 4: sitting arrangement and peer relationships

CAPS recommend the group teaching which is to be done according to the learners' abilities in the Foundation Phase. In most classes (Teacher 1, School A; Teacher 2, School A; Teacher 1, School B and Teacher 2, School B) learners were seated in groups according to their abilities as per CAPS recommendation. However, in School C learners were seated in a church style manner due to the limited floor space and the

high learner enrolment. The manner in which learners were seated in School C caused challenges for teachers to help the learners interact with each other.

4.6.1.5 Sub-theme 5: Drill method

Teacher 1, School A; Teacher 1, School B and Teacher 2, School B pointed out that sometimes they let their learners memorise work as a strategy that helps them in their teaching.

> *I take 5 minutes giving them the vocabulary for the day, even in Mathematics.* (Teacher 1, School A)

> *Sometimes I will let them memorise some work.* (Teacher 1, School B)

> *I have to repeat the same thing over and over again.* (Teacher 2, School B)

It was found that code switching was used excessively in most of the classrooms. Out of six classrooms, only one teacher used a minimum amount of code switching while the other five teachers code-switched about 50% of the time. (*cf.* Table 4.1). It was also found that body language/ gestures, picture/ real objects strategies used in teaching English as LoLT were not correctly used.

4.7 FINDINGS WITH REGARD TO LEARNING OUTCOMES OF USING ENGLISH AS THE LOLT

4.7.1 Theme 4: Learning outcomes of using English as LoLT

Teacher 1, School A; Teacher 2, School A and Teacher 1, School C were positive that all was going well in the learning outcomes of the learners in their classrooms.

I don't have much challenge unless the learner is a slow learner herself. There are slow learners due to their family backgrounds. Learners take long to develop the new concept. The lesson is sometimes repeated which is time-consuming and had a negative impact on the curriculum coverage. Learners are slow in writing which mandates the teacher to give them more writing time. (Teacher 1, School A)

I think I am successful in what I am doing so far. I can see that in my learners' work. When they develop some new English vocabulary that enables them to speak and write. (Teacher 2, School A)

I am enjoying it especially when I see them responding to the instructions. To me that is achievement. (Teacher 1, School C)

Teacher 2, School A; Teacher 1, School B and Teacher 2, School C admitted that the learners are not benefiting much by using English as the LoLT in the content subjects like Mathematics and Life Skills.

It takes time for learners to understand. Those that come from our Grade R are doing much better. (Teacher 2, School A)

I find it very, very difficult. It is not their own language. *They don't understand the instructions. Lack of parental support. Difficulty when given homework. The teaching of phonics and reading, Mathematics and Life Skills. I am so much struggling.* (Teacher 1, School B)

There are no successes but I am trying. I find teaching in English so difficult because since I started teaching, I never taught in English. I have been teaching in isiZulu. (Teacher 2, School C)

The number of learners that were struggling was less than the number of learners that were successful according to Teacher 1, School A and Teacher 1, School C. However,

the researcher observed the opposite of what they said as more learners were seen to be struggling during the lesson observations.

> *Only 12 out of 87 learners struggle a lot. It is very bad in such a way thatI wish to refer them to special schools.* (Teacher 1, School A)

> *40 out of 60 learners do understand. The other 20 learners….mh…. ya, they do understand, it just that they fail to respond verbally.* (Teacher 2, School B)

The learning outcomes of using English as LoLT when teaching Mathematics and Life Skills content subjects to Grade 1 IsiZulu speaking learners were generally not good. The findings in the lessons observed indicated very little learning of the content subjects. From the findings of the study, the researcher concludes that the use of English to Grade 1 isiZulu-speaking learners was difficult for both teachers and learners.

4.8 CONCLUSION

This chapter presented the actual findings of the study as per the interviews with the participants and observation data captured during the lessons. In Chapter 5, the summary of the findings and the recommendation of the study are presented.

CHAPTER 5
SUMMARY, DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter, the researcher presented study findings. Chapter 5 provides a discussion on the research findings. Conclusions are drawn based on the researcher's insights and supported by other scholars' findings. Recommendations were presented according to the levels in the Department of Education. The researcher acknowledged and highlighted the limitations of the study. Lastly, the study was concluded with the possible avenues for future research.

5.2 SUMMARY OF CHAPTERS

Chapter 1 was the introductory chapter. It gave an overview of the study. In this chapter, the researcher provided the background of the study. The research problem, research questions and the aims and objectives of the study were presented. The brief discussion of the methodology and the data analysis was given and the criteria that were used to confirm the trustworthiness and the ethical consideration of the study was well articulated. Lastly, the limitations of the study were acknowledged.

Chapter 2 presented the reviewed literature. The chapter aimed at analysing and reporting previously conducted studies on similar topics. Firstly, the interpretivist/constructivist paradigm is presented as the paradigm that underpinned the study. The reason for selecting this paradigm was given and the ontology and epistemology of the study was highlighted. Two theoretical frameworks that guided the study were well articulated. The use of English as the LoLT across the globe was discussed followed by the use of English as the LoLT in South Africa which was discussed based on the legal perspective of the country. Strategies used in teaching English as the LoLT was discussed at length. The learning outcomes that are achieved if English is used as the LoLT followed. Factors that influences the choice of English as the LoLT in schools were discussed together with the challenges that teachers experience when using English as the LoLT.

Chapter 3 presented the research methodology followed in this study. One-on-one semi-structured interviews, observations and document analysis were discussed as appropriate data collection methods for this case study. The sites where data were collected and the selection of participants are also discussed. Lastly, data analyses, ethical issues and trustworthiness of the study were discussed at length.

Chapter 4 reported the findings of the study. Findings were discussed according to the three main themes and the sub-themes derived from the collected data. Participants' verbatim was quoted as raw data.

In Chapter 5, the researcher discusses the findings of the study. Following the discussion of the research findings, the limitations of the study and the avenues for further research is presented. The recommendations that the researcher believes will offer some solutions to the research problem are articulated. Lastly, the conclusion to the study is presented.

5.3 DISCUSSION OF THE FINDINGS

The discussion of the findings is organised according to the themes emerged from the analysed data.

- English as the LoLT
- Teachers' experience of using English as the LoLT
- Strategies used in teaching English as the LoLT
- Learning outcomes of using English as the LoLT

5.3.1 Discussions with regard to the first theme of the study: English as the LoLT

In South Africa, the choice of LoLT in schools is based on the Acts and regulations of the country. The LiEP also guides it. The Constitution articulates the official languages of the country and further indicates the learners' rights concerning LoLT (*cf*. 2.3.1 and 2.3.2). In addition, the SASA is clear in stating that SGBs are responsible for the choice

of the LoLT in schools. The SGBs represent parents in schools. Therefore, they take decisions in consultation and on behalf of the parents especially in primary schools where learners are minors.

LiEP is the national policy that addresses the issue of LoLT in schools and promotes the use of the home language in Grade 1 (DoE, 2010; Franklin & McLaren, 2015; Laren & Goba, 2017). It serves as a guide for schools when drafting their own language policies. Schools are expected to ensure that language policies, in line with LiEP, are in place and that they represent the culture of their schools. It is also important to note that under normal circumstances, the language policies are known and have been agreed upon by all the stakeholders of the school.

Findings regarding the involvement of parents in the choice of LoLT in their schools were mixed. Teacher 1, School A agreed that parents know about the LoLT of the school and further highlighted the excitement that parents have with regard to English being the LoLT of the school. Teacher 1, School A further revealed that the parents' interest in the LoLT of the school had raised the school learner enrolment. Teacher 1, School A was in line with Taylor and Coetzee (2015:11) that parents are attracted to schools that switched to English than to those that are still using African languages as the LoLT. The above stated response of Teacher 1, School A concurs with the studies by Evans and Cleghorn (2014) and Kioko (2015) that parents in South Africa believe in the teaching of English right from the start of formal schooling (*cf.* 2.6). Kioko (2015) claimed that the reason for this conviction is that English is seen as an access to further education, employment opportunities and social status. NEEDU (2012:9) also reported that schools opt for English as the LoLT even in the Foundation Phase, due to the parents' beliefs.

Further findings regarding the involvement of parents in the choice of LoLT in their schools were hesitant. Teacher 2, School A; Teacher 2, School B and Teacher 1, School C were not sure if parents had been informed about the LoLT in their schools. Teacher 1, School C and Teacher 2, School C agreed that parents did not seem to have been informed. Teacher 1, School A and Teacher 2, School B implied that the principals had made the decision of changing to English as the LoLT in their schools. However, research (Evans & Cleghorn, 2014; Kioko, 2015) negates above

participant's statements as it revealed that parents played a major role in the choice of the LoLT in schools. Parents' choice is influenced by the belief that it prepares children for the corporate world later in lives, as it is the language that is commonly used in the corporate world. It is also associated with wealth and economy (*cf*. 2.5).

Findings with regard to the use of LiEP in the schools revealed that Teacher 2, School A, Teacher 2, School B, Teacher 1, School C and Teacher 2, School C claimed that they had never seen the Language in Education Policies in their schools. Teacher 1, School A and Teacher 1, School B agreed that there are policies that articulate the language that is to be used for teaching and learning in their schools. However, Teacher 1, School B acknowledged the fact that she never had time to go through the policy. Teachers' responses in this case suggested that the issue of the language policies in schools were never taken seriously. It is by coincidence that some teachers had the language policies in their files but the policy had never been discussed with them (Shahomy, 2008:46). Teacher 1 in School C reported that she used the language policy from her previous school. She had expected the HoD to discuss the school's policy as she was a newcomer, but this did not occur. Shoba (2009:56) suggested that teachers are to be supported continuously for them to effectively implement the departmental policies.

A factor that Zikalala (2014:59) believed contributed to the choice of English as the LoLT in many primary schools is the migration of families from one area of the country to another (*cf*. c2.6). The finding in this study revealed that the main language of the area is isiZulu and as such, there was little diversity of language and culture. However, most learners travel in buses and taxis from other areas to schools where English is the LoLT. The researcher concluded that parents are prepared to pay for their children to be taken to schools where English is used as the LoLT. As a result, School C's enrolment had increased substantially. Higher enrolment is an advantage to the school and to the school principal since the funds are allocated to schools per each learner enrolled in the school (International Budget Partnership (IBP), 2017:43).

The studies of Bloch (2013), Kioko (2015) and Zikalala (2014) are against the choice of English as the LoLT for isiZulu-speaking learners. This conclusion is supported by the language acquisition theory, which clarifies the manner in which a child acquires

and/or learns the language (*cf*. 2.4). The Department of Education, understanding the manner in which the language is learnt, introduced English as a subject in Grade 1, that is, English as a First Additional Language (EFAL). The understanding was that when learners start using English as the LoLT, they would have had some exposure in the language during the Foundation Phase to prepare them for Grade 4 (DBE, 2014:1).

The findings reveal that CAPS does not prescribe the language that is to be used as the LoLT in Grade 1 as the issue of the choice of the LoLT in schools rests upon the SGBs. However, CAPS is clear that English should be taught as a subject as from the very first grade (DBE, 2014:1). The only difference is the level at which English is offered, whether home or first additional language. The researcher concurs with the above discussion that the Grade 1 isiZulu-speaking learners might be disadvantaged by the choice of English as the LoLT. The findings indicate that the depth of English learnt by the learners in this study does not give them a solid enough foundation on which to learn the content subjects like Mathematics and Life Skills. However, the researcher was surprised by the high rate of learner participation in two out of the six classrooms that were observed in this study (*cf*. 4.3.1.3).

5.3.2 Discussions with regard to the second theme of the study: Teachers' experiences of English as the LoLT

To discover the successes and the challenges of teachers who are directly involved in the teaching of Grade 1 isiZulu-speaking learners in English, which is not their home language, the researcher visited the participants in their professional setting, the classrooms in the schools. The interpretivist/constructivist nature of this study suggests that knowledge is constructed and accepted through the interaction with people in the social world and thus to find out more about their experiences with regard to the phenomenon under study, data was gathered in the interviews and later in observations in the classrooms.

According to Skinner's language acquisition theory (*cf.* 2.5.1), the Grade 1 isiZulu-speaking learner brings a sufficient foundation of the home language to school as he/she has had five to six years of language acquisition. However, teaching Grade 1

learners who has little or no exposure of English yet, and taught using English as LoLT can result in what Wright (2013:77) indicate as impacting negatively on the learner's learning. Owen-Smith (2010:32) asserts that the learner has to learn the new language for a certain number of years before that particular language is used as LoLT (*cf.* 2.5.1). However, Bandura (1977 in Tchannen-Moran, Woolfolk-Hoy & Hoy, 1998:203) affirms that a teacher with high efficacy will find a way to overcome even this challenge and succeed (*cf.* 2.5.2).

The teacher efficacy theory used as a guide in this study deals with the level of teacher competency in using English to teach isiZulu-speaking learners. The findings reveal teacher efficacy as teachers share their experiences in the interviews and demonstrate some strategies used in teaching English as LoLT during the lesson observation. Teacher 1, School A; Teacher 2, School A and Teacher 1, School C regarded themselves as being successful. They asserted that learners enjoy being taught in English. Teacher 1, School A believed that it was because they were taught in English even in Grade R. However, during the lesson observations, even teachers who regarded themselves as successful had struggles and challenges to face. This was evident during the lesson observation sessions with the learners' level of understanding of the English as the LoLT. Although teachers were consistent in using English, learners used mostly isiZulu to communicate both in responding to the questions and when talking amongst themselves in groups.

The findings reveal that learners' level of understanding was generally poor. Zikalala (2014), Machaba (2014) and Franklin and McLaren (2015) raise the issue of learners who struggle with the understanding of the language as a challenge (*cf.* 2.8) particularly to learning. Machaba (2014:143) further argued that the LoLT influences most challenges in Mathematics classroom. It was also noted during the observation that there was not much learning-taking place where learners do not understand the language. This concurs with the studies of Franklin and McLaren (2014) and Mbatha (2014) who found that learners, who are taught in their first additional language experience slow cognitive development (*cf*. 1.3). The learning of the content while still learning the new language leave the learners with what Allen referred to as the dual challenge (2012:62) (*cf.* 2.7). In this case, the researcher assumes that teachers use more isiZulu when not being observed.

Teacher 1, School A; Teacher 2, School A, Teacher 1, School B and Teacher 2 School C agreed that most Grade 1 learners are still struggling with English. However, Teacher 1, School A and Teacher 2, School A claimed that learners from their own Grade R do not struggle as much. Furthermore, Teacher 1, School A and Teacher 2, School A argued that most of learners who struggle have not progressed from the schools' Grade R classes but were coming in from other pre-schools or ECD centres. The struggle of Grade 1 isiZulu-speaking learners when taught in English was observed in the lessons taught. However, the findings show that during the course of the year and with repetition, learners were beginning to understand and follow simple instructions (Teacher 1, School B).

Findings illustrate the challenges faced by teachers who are not English first speakers, an issue raised by Dearden (2014:27) and Masterson (2013:11) (*cf*. 2.7). Teacher 1, School B rated herself as struggling and in need of help. It was observed in most of the lessons that teachers were struggling to use the language and the flow of the lessons was hindered by teachers' lack of confidence in English language. This finding indicates that some of the teachers themselves struggle to use English as a medium of instruction, which resonates with Kamwendo's (2016:222) study indicating that some of the teachers themselves struggle to use English as LoLT in their teachings. To ensure quality of education, even at Foundation Phase level, Wright (2012) suggests that teachers should be well-educated and dedicated. Using English as LoLT in teaching Grade 1 isiZulu-speaking learners needs some kind of a training (Teacher 1, School C) either as preservice training of in-service professional development. As long as sufficient teacher training is provided, Teacher 1, School C asserted that she would be able to succeed in using the target language. Wright (2013:1) alludes to the importance of teachers that are competent in school (*cf*. 2.7) as highly effective teachers.

Franklin and McLaren (2015:23) (cf. 2.7) also cited limited resources and the lack of teacher training as a challenge. Findings indicated that the lack of resources is a challenge in teaching using English as LoLT (Teacher 2, School B); however, with sufficient resources, the teaching in English to isiZulu-speaking learners could be possible. Wright (2013:1) regards the schools with relevant books and stationery as having conditions conducive to learning (*cf*. 2.7).

The high teacher efficacy is associated with the ability to motivate learners to learn and the good classroom management skills (Dibapile, 2012:84). However, most participants in this study demonstrated some lower levels of teacher efficacy as they lacked the skill to motivate learners to learn in English. The learners' level of participation in their own learning increases if they are taught in their own language as they are able to express themselves meaningfully (*cf*. 2.8). Ntshangase (2011:52) claimed that some teachers develop negative attitudes towards English due to the challenges they encounter where learners fail to express themselves in English. This was clearly demonstrated by Teacher 2, School C who demonstrated some emotions when learners failed to respond to the questions. Teacher 1, School A and Teacher 2, School A struggled to keep learners engaged in the lesson. Teacher 2, School A seemed to focus on one group that could respond to the lesson and in contrast, ignored the other groups.

The findings reveal differing preferences to the choice of the LoLT. This applies to research in the literature (*cf*. 2.7) and the participants of this study. Some teachers prefer English as the LoLT as they feel that isiZulu does not prepare learners for English in the upper grades. In contrast, some teachers prefer isiZulu as the LoLT as they believe that the use of isiZulu boosts the learners' morale and builds self-confidence and self-esteem. Supporting the use of IsiZulu as the LoLT are Mbatha (2010:69) and Govender (2010:140) and ties in well with Cummins' theory of the development of BICS and CALP (Cummins, 2000). Mbatha asserts that home language is a crucial requisite for gaining proficiency in an additional language (*cf*. 2.7).

5.3.3 Discussions with regard to the third theme of the study: Strategies used in teaching English as the LoLT

The teacher efficacy theory in this study concerns itself mainly with the teacher skill of innovation and classroom management. Together the skill of innovation and that of classroom management could ensure some success in learner motivation leading to achievement (Gavora, 2010:21). The high efficacy participants were expected to display a high level of influence in the interaction with learners and be able to devise strategies that motivate learners to learn and to achieve the required standard

irrespective of the LoLT used (*cf*. 2.2.2). High efficacy participants were also expected to demonstrate what Fives (2003:5) called the internal control of teacher reinforcement. The internal control of teacher reinforcement is the level of influence that is within the participants' control (*cf*. 2.2.2). The low efficacy teacher fail to devise strategies that keep learners interested in school. Mansour *et al.* (2017:420) assert that learners who stay passive really need more encouragement and motivation from teachers that stimulate them to engage in the classroom activities. Teacher readiness and competency were determined by the strategies that the teacher used and the level in which the teacher interacts with Grade 1 learners.

Code switching is a strategy that is sometimes used in classroom as mentioned by Zikalala (2014:60) (*cf*. 1.3). It is regarded as a scapegoat for teachers who find themselves cornered with the challenge of learner understanding of the language. Zikalala (2014:60) further asserts that isiZulu is used simultaneously with English as a language for clarifying issues. This study found that all participants used the strategy of code switching to help learners understand the instructions and the content of the lessons. It was noted during the observation sessions that code switching was generally used in all the classrooms at different levels. In five classrooms, code switching took place approximately 50% of the time; however, in one classroom a minimum amount of code switching took place. The findings with regard to the code-switching in participants' classrooms serve as the confirmation that Grade 1 isiZulu-speaking learners have not yet acquired sufficient English to be used as the LoLT (*cf.* 2.3.1).

Over and above code switching, mentioned pictures and some real objects were used during the lessons to clarify the meaning of some difficult English words (Teacher 1, School B; Teacher 2, School B and Teacher 1, School C). Garcia (2013:6) suggested the importance of using visual aids to facilitate the learning of the new language. However, Teacher 2, School B highlighted the fact that learners are quick to associate a picture with the word. They simply look at the picture and say the word without even reading it. Teacher 2, School A and Teacher 1, School C claimed that they use the body language (gestures) to demonstrate what they wanted learners to understand.

The findings highlighted the fact that strategies like role-play and games, which are more effective; interesting and give learners' opportunities for additional language practice were not used. Alabsi (2016:228) illustrates that role-play is used to encourage learners to make connections between vocabularies, experiences and the content that is being taught as learners are given the chance to use the words in context. In addition, the process of role-playing helps to increase the learners understanding of the words and to use them in a real world context. In addition, games are not only fun, but also an effective teaching strategy as they encourage involvement and increase both the motivation and the interest of the learners, which make the learning more enjoyable (Xu, 2016:55).

Real objects and pictures are of vital importance in bringing the real world to the Grade 1 classroom. Every Grade 1 teacher is encouraged to bring real objects and/or pictures to the classroom (Garcia, 2013:6) to scaffold the learning. This saves teachers from the explanation and direct translation that is sometimes done in the learners' home language. However, the findings revealed that during lesson observations, pictures and real objects were not used to support the learning, as mentioned. In three of the classrooms observed, there were no pictures and no real objects at all. Teacher 2, School B used some pictures very late in the lesson when classwork involved learners filling in the missing sounds on worksheets with pictures to form a word. Garcia (2013:7) suggests the importance of the use of visual aids in the initial stages of the language learning for learners to gain an understanding of the new vocabulary and new concepts. Teacher 2, School A made use of counters in the Mathematics lesson for learners to count in groups. Teacher 1, School B used a chart of the food pyramid in the Life Skills lesson. From the lessons observed, the pictures and real objects were not used in a way that would assist learners to learn or teachers to teach.

Although participants claimed that they used code switching, body language/ gestures, picture/real objects as the strategies used in teaching English as the LoLT, the findings reveal that not all of these strategies were correctly used. Code switching was used excessively. In most cases, teachers would repeat the instruction until isiZulu was used for the learners to understand. Teachers seldom used pictures and/or the real objects to clarify what was being taught.

CAPS suggest that learners in Grade 1 should be seated in groups according to their levels of abilities (DBE, 2011:12). Sitting arrangements enabled the learners to relate well to each other and to be engaged in a conversation and interact during the group activity sessions. Whole class teaching and sometimes group teaching is suggested by CAPS depending on the nature of the activity. Group teaching is regarded as one of the strategy that enables teachers to attend to the similar needs of learners seated in the same ability group and enhances peer relationships, which could help in teaching.

During the interviews and observation, group teaching was not considered to be the strategy that could assist in teaching by any of the participants in this study. Learners in both classes of School A and B were seated in groups. However, none of the teachers in these classrooms took an advantage of the groups to facilitate teaching and learning. In School C, due to the limited space, learners were seated in a church style format. In Teacher 1, School C's classroom, only two groups were visible.

The researcher believes that group teaching in the class where learners are not taught in the home language could create an environment where learners help each other with difficult English concepts. Learners in groups get an opportunity to hear and learn from each other with a hope to enhance teaching and learning in the additional language. Furthermore, learners in groups develop communication and team working skills. Skinners' language acquisition theory claims that learners acquire new language through listening and imitating each other (*cf*. 2.3.1). Learners who are still struggling with the new language are offered an opportunity to learn from each other if groups are used as the strategy in the Grade 1 classrooms. Stephan (2016:1-2) shows that teacher efficacy is all about believing in one's learners (*cf*. 2.3.2).

5.3.4 Discussions with regard to the fourth theme of the study: learning outcomes of using English as the LoLT

The researcher concurs with Wright (2012:77) that the use of English as the LoLT in Grade 1 has a negative impacts on the learners' learning. This was a finding of the study as the learning of the language happened at the same time as the learning of the content subjects. At Grade 1 level, in addition to Language, learners were taught

some Mathematics and Life Skills in the language that is not their home language. Learners struggled in the understanding of the language, which resulted in a minimum amount of the content being taught and learned. The international surveys such as the Progress in International Reading Literacy Study (PIRLS) of 2017 as well as the Trends in International Mathematics and Science Study (TIMSS) of 2011, have consistently demonstrated that South Africa's performance is amongst the lowest of all participating countries (Taylor & von Fintel, 2016:76). The findings of this study tend to indicate that outcomes in learning would tend to be low as teaching used English as the LoLT particularly if teachers had been accustomed to teaching through the medium of isiZulu (Teacher 2, School C).

Emerging from the findings, it seems that learners do not achieve much in the classrooms where English is used as the LoLT. In two out of the six classrooms that were observed, Mathematics was presented and in one classroom, the teacher opted for teaching Life Skills. In the Mathematics lessons, learners seemed excited with the counters that were brought into the classroom. However, it was noted that learners in that class behaved as though they were not accustomed to using the counters in their Mathematics lessons. As a result, the teacher was compelled to collect the counters as there was a chaos in the classroom and it seemed as little learning has been done. In the Life Skills lesson, the teacher struggled to introduce the new concept to learners using English as the LoLT. Yunus and Sukri's (2017:134) study questioned the real motive behind the use English as the LoLT.

5.4 LIMITATIONS OF THE STUDY

Foreseen limitations outlined in Chapter 1 were the participants' attitude towards the study. The relationship of a subject advisor and teachers that prevails between researcher and the prospective participants was stated as the limitation of the study (*cf*. 1.11). Participants were indeed reluctant to participate in the study at the beginning until the researcher assured them their protection.

During the one-on-one interviews, some participants pretended as if all was well. The actual truth was discovered when the lessons were observed. It was noted that some teachers re-taught the lessons that had already been taught. One learner even queried

that the handout that were given to them had been written before. School C teachers were clear to say that they were revising the lessons they had taught previously.

Time factor was a limitation mentioned by the researcher; however, this was well managed by the researcher together with the participants. Lastly, the factor that was foreseen as the possible limitation in the study was the behaviour of Grade 1 learners (*cf*. 1.11). It was, however, not a limitation of this study. Learners' behaviour was observed as being normal.

5.5 CONTRIBUTION OF THE STUDY

The aim of this study was to explore the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners. The constructivism approach of the study presented the Grade 1 teachers with an opportunity to talk about their situation in their own social setting. The study therefore succeeded in revealing the status quo in targeted schools and therefore contributed to the entire teaching fraternity.

The contribution goes to the policy makers in the Department of Education. The study highlights the confusion of choosing the language of learning and teaching in schools. The District officials also benefitted as the study reveals the gaps in the support that they offer teachers in the schools that opt for the First Additional Language as the LoLT. The study revealed teachers' lack of knowledge and skills for implementing the necessary strategies in teaching Grade 1 isiZulu-speaking learners. Subject Advisers now know where to intervene. The study also shared some light for the School Management Teams (SMTs), the SGB and the parents of the schools. The researcher has a platform of disseminating the findings of the study to all the potential beneficiaries.

As the subject advisor, the researcher sits in the subjects meetings for both the district and the province. In the district, the researcher gets an opportunity to share information on curriculum with other subjects advisors and officials from teacher development and school governance sections. Subjects advisors, teacher development and governance officials visit the schools to develop and support teachers on curriculum matters on regular basis. The researcher conducts workshops

on curriculum content and teaching methods. The findings of the study will be shared on the workshops with teachers and during the school visits where teachers are monitored and supported. The researcher also attends the provincial subject meetings at least once a term. In the provincial subject meetings, the subject advisors from different districts share and discuss the curriculum issues in their districts. The researcher has an opportunity of disseminating the findings of this study in those platforms. Over and above that, the districts officials compile and submit the district reports every month and the National Strategy for Learner Attainment report (NSLA) every term to the provincial coordinator. The provincial coordinator collate the districts reports compiling the provincial report. The provincial report is then submitted to the National Basic Department of Education.

Studies on the LoLT have been conducted before but this study is specific to the schools in the King Cetshwayo District. This study has laid the background for more similar case studies where the LoLT could be explored. Any other grades, Phases and even other languages could be explored using this study as the background.

5.6 RECOMMENDATIONS

Following are the recommendations that the researcher hopes can mitigate and improve the LoLT in schools. The recommendations are organised according to the levels of education sections and they are based on the findings and the conclusions, as discussed above.

5.6.1 Recommendations for Policy Makers

The Provincial Department of Education (PDE), under the leadership of the MEC, should review the language policy and give clarity to ensure that schools are getting guidance on how to choose the language of learning and teaching (LoLT). It is also recommended that schools apply for the LoLT from the Department of Education. Screening processes should be conducted before the school is given permission to use the LoLT, particularly as when learners have to make a transition from their home language to an additional language for learning and teaching, careful planning is necessary (DoE, 1997:20).

5.6.2 Recommendations for District Officials

The District officials, the governance section, should capacitate the schools' SGB with guidance on how to choose the most appropriate LoLT for their schools. The officials, teacher development section, should provide development workshops for teachers on the correct strategies that can be used and subject advisors should support and develop teachers on the correct strategies of teaching isiZulu-speaking learners in English as the LoLT.

5.6.3 Recommendations for SGBs

It is the SGB's responsibility to ensure that learners' right to education in the language of their choice is not jeopardised in any way. The SGBs should therefore see to it that the language policies in schools are reviewed and the contextual factors of the community are taken into consideration. This should be aimed at the best performance of learners with the use of the LoLT, preferred by all relevant stakeholders.

5.6.4 Recommendations for Parents

Parental involvement and support is critical in schools. Parents are supposed to be fully involved in school matters including the choice of the LoLT of their children. They can do that by attending school meetings and by assisting their children with homework. Unfortunately, to some parents, LoLT can be a barrier.

5.6.5 Recommendations for the SMTs

The SMTs should provide the proper mentorship programmes especially for teachers who are new in the school where English is used as the LoLT. In-house developmental workshops on strategies that can enhance the teaching and learning should be provided. The SMTs should ensure that all the necessary resources that teachers need are available.

5.6.6 Recommendations for Teachers

It is recommended that teachers plan together as a cluster or as grade teachers in cases where there are more than one Grade teachers in a school. Franklin and McLaren (2015:207) defined LoLT as the language that is used in the classroom throughout the school day (*cf*. 1.7.4). Teachers should therefore be consistent in using English if it is the school's LoLT and discourage the use of isiZulu during the contact time.

Teachers should limit code switching but use more visual aids to avoid direct translation of concepts and endeavour to make the learning more concrete. Code switching should only be used as the last resort strategy to clarify difficult words or concepts once other strategies have failed.

5.7 AVENUES FOR FURTHER RESEARCH

The findings of the study revealed that learners are struggling with the understanding of English as the LoLT. It is also noted that teachers do not have the correct strategies when teaching Grade1 isiZulu-speaking learners using English as the LoLT of the school. This gives the impression that there is not much teaching and learning taking place in this case. Further research would then be directed to the effectiveness of English as the LoLT for isiZulu-speaking learners. The focus may specifically be on the performance of learners in developing reading and writing skills.

Since the findings of the study also indicate that the SMTs did not fully support teachers in teaching in English, a language that is not the learners' mother tongue, further research could be conducted on the effectiveness of the SMTs to manage and support teachers in schools that are offering English as the LoLT to isiZulu-speaking learners.

5.8 MAIN RESEARCH CONCLUSION

As a response to the main question: *How do Grade 1 teachers use English as the LoLT in teaching isiZulu-speaking learners?* The researcher concludes that the

decision of schools to use English as the LoLT in teaching Grade 1 isiZulu-speaking learners is based on incorrect reasons. The findings revealed that the main reason is status. The communities regard schools that are offering English as the LoLT as the best performing schools. Most parents have the perception that if their children attend such schools, they will perform better and have a brighter future later in life. English LoLT schools end up with a larger enrolment, which is advantageous to the schools and the principals. Therefore, school principals are likely to prefer English as the LoLT in their schools.

The researcher also concludes that the correct procedures of choosing the LoLT of the schools are not followed as per policy. The decision is not well communicated to all the school stakeholders. Parents just become excited that the school is an English LoLT school and teachers subsequently have found themselves bound to comply with the fact that they teach in an English LoLT school. Unfortunately, their competency in teaching English is not taken into consideration. The main finding indicates that English is not used effectively as the LoLT in teaching Grade 1 learners. It is not used either for communication which may assist instruction hence the saying, practice makes perfect. English is not well developed enough to be used as the LoLT and as a result, code switching is found in many classrooms.

Teachers who participated in the study were isiZulu speakers. Some of them struggle with the correct pronunciation of some English words yet they are expected to model the pronunciation to learners. This alone jeopardise the learners' competency. It is also concluded that teachers are not very confident in using English as the LoLT. The fact that some had to repeat the lessons that were taught before is an indication of the lack of confidence by the participants.

It is also concluded that some teachers found themselves thrown in at the deep end, having to fend their way through many challenges. This is due to the lack of proper mentoring and support from the SMTs. The SMTs expect teachers to perform yet there is little or no proper support offered to teachers. Each teacher tends to teach in her own way, even if they are from the same school. Teachers do not have any working strategy. Although teachers used mostly English in the lessons that were observed, learners speak IsiZulu when they were communicating with the teacher and with each

other and as such are not encouraged to speak English as a way of practising the language.

The researcher also concludes that there is a confusion of the levels at which the languages are offered in some schools. The CAPS policy is clear in stating that two languages are to be offered in the Foundation Phase, one as home language and the other one as First Additional Language. In some schools, due to misunderstanding, teachers are offering two home languages, which is not in line with the policy.

The study reveals that the issue of LoLT in schools is decided haphazard as some participants of the study are not even aware of the availability of policies that are about the phenomenon under study. Parents who have all the rights to decide on the LoLT are not given the opportunity to do so. In some schools, parents are simply informed and not involved. It looks like LoLT is not even considered an important issue to be handled with caution, yet it impacts on learners' success. It is not taken seriously in such a way that teachers do not even talk about it with parents.

5.9 SUMMARY

The nature of South Africa's diversity as a rainbow nation interests in so many ways but it does pose challenges that should be handled with care. The LoLT in schools is complicated if people of different cultural groups and languages go to the same school; however, this was not the case in this study as it concerned only isiZulu-speaking learners.

It is often said that South Africa belongs to everyone who lives in it. Everyone living in South Africa therefore should enjoy all the rights that come with being a South African citizen. The option of using English as the LoLT is a right for people in South Africa to enjoy. According to the South African Law, anyone under the age of 18 is a minor and therefore a dependent. Somebody else has to make the decisions on his/her behalf. The truth, unfortunately, is that whoever decides on their behalf is not the victim, but the victims are the learners who suffer the consequences of that decision.

As much as CAPS recommends that learner's Home Language should be used for learning and teaching wherever possible, particularly in the Foundation Phase, the researcher of this study believes that using English First Additional Language as the LoLT is a wise move. However, it success depends on the manner in which the decision is implemented. If the decision taken is done in collaboration with all relevant stakeholders, teachers are thoroughly trained and supported by the Department, the SGB and the SMT, there should be success. The teacher's skill of understanding the learner's learning styles, deciding on the strategies to be used for each of the learning styles and integrating the strategy and the content being taught, could yield some positive outcomes. Unfortunately, incorrect implementation of the decision taken affects the learning and teaching of Grade 1 learners who are the minors. Such decisions may result in lasting effects and thereby creating more challenges for the country.

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APPENDICES

Appendix A: UNISA Ethical Clearance Certificate

UNISA university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/10/18

Ref: **2017/10/18/30458951/16/MC**
Name: Mrs MM Sibisi
Student: 30458951

Dear Mrs Sibisi

Decision: Ethics Approval from 2017/10/18 to 2020/10/18

Researcher:

Name: Mrs MM Sibisi
Email: cbcmm@yahoo.com
Telephone: +27 35 901 1300

Supervisor:
Name: Dr MM Maja
Email: majam@unisa.ac.za
Telephone: +27 12 429 6201

Title of research:

English as Language of Learning and Teaching (LOLT) to Isizulu speaking learners in Grade 1

Qualification: M Ed in Curriculum and Instruction Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/10/18 to 2020/10/18.

*The **low risk** application was reviewed by the Ethics Review Committee on 2017/10/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix B: Permission to Conduct Research in the KZN DoE Institutions

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma | Tel: 033 392 1041 | Ref.:2/4/8/1366

Mrs MM Sibisi
PO Box 1430
Esikhawini
3887

Dear Mrs Sibisi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"ENGLISH AS LANGUAGE OF LEARNING AND TEACHING (LOLT) TO ISIZULU SPEAKING LEARNERS IN GRADE 1 CLASSROOM"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 16 October 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

King Cetshwayo District

Dr. EV Nzama
Head of Department: Education
Date: 19 October 2017

Appendix C: Request for Permission to Conduct Research at a School

P. O. Box 1430

ESIKHAWINI

3887

28 February 2018

The Principal

Simile Primary School

King Cetshwayo District

Empangeni

3880

Dear Madam

A REQUEST FOR THE PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL.

I, Maria Magdalene Sibisi, am doing a research under the supervision of Dr. M. M. Maja, a lecturer in the Department of Education towards a Masters' Degree (Med) at the University of South Africa (UNISA). We are inviting you to participate in a study entitled, English as Language of learning and teaching to Grade 1 IsiZulu speaking learners.

The aim of the study is to investigate how Foundation Phase teachers implement English as LoLT to Grade 1 IsiZulu speaking learners. Your school, Simile Primary school, has been selected, because it is one of the few schools in King Cetshwayo District that is teaching isiZulu speaking learners in English. The study will entail semi-structured interviews with at least two of your Grade 1 teachers, Grade 1 classroom observation and some documents analysis.

The benefit of the study is that it will conscientise your teachers about their understanding of the language policy and about their preparedness, competencies and challenges with regard to the issue. It will also reveal if the strategies that they use to bridge the gap between the home language and the language of learning and teaching in your school is efficient. The researcher also hopes that the findings and the recommendations of the study will assist the school to take informed decision about the choice of the language of learning and teaching. Furthermore, the study will reveal the understanding of the schools' stakeholders, especially parents, have about the LoLT of the school

and their right to contribute to school matters with regards to their children's education. The education officials will know and understand the status quo in your school and therefore be able to render necessary support based on the informed conclusion.

There are no potential risks involved in this study except that it may take some of your time which will not be the learners' contact time to conduct one on one interviews. The researcher also plan to observe one or two lessons taught in the Grade 1 classrooms which may be of an inconvenience to the learners especially because they are still young.

Unfortunately, there will be no reimbursement or any incentives for participating in the research.

Feedback procedure will entail the provision of the copy of the study with the findings and the conclusions. The researcher will also avail herself to do some presentation for the school and also render some support based on the presentation conducted.

Thanking you in anticipation

Maria Magdalene Sibisi (Mrs)
Cell: 073 365 4504

Appendix D: Participants' Information Sheet

P.O. Box 1430
ESIKHAWINI
3887
28 February 2018

The Prospective Participant
Simile Primary School
King Cetshwayo District
EMPANGENI
3880

Dear Sir/Madam

PARTICIPATION INFORMATION SHEET

RESEARCH TITLE: ENGLISH AS LANGUAGE OF LEARNING AND TEACHING (LOLT) TO GRADE 1 ISIZULU-SPEAKING LEARNERS

My name is Maria Magdalene Sibisi and I am doing research under the supervision of Dr. Margaret M. Maja, a lecturer in the Department of Education towards a Master's Degree (M. Ed) at the University of South Africa. We are inviting you to participate in a study entitled English as Language of Learning and Teaching (LOLT) to Grade 1 IsiZulu Speaking Learners.

The purpose of the study is to collect important information that could benefit to you and you school as it intends conscientising you about the language policy in your school. It will also talk to the strategies that you use in your classroom to bridge the gap between home language and the language that you are using to teach Grade 1 learners in your school. The researcher also hopes that the findings and the recommendations of the study will also assist not only your school but all other schools in the District to take informed decision about the choice of the language that will enhance teaching and learning in Foundation Phase. Furthermore, the study will reveal the understanding of the school's stakeholders, especially parents, about the children's education. The education officials will know and understand the status quo in your school and therefore be able to render necessary support based on the informed findings.

The study is about English as the Language of Learning and Teaching (LOLT) to Grade 1 IsiZulu speaking learners. You are therefore targeted to be one of the participants because you fit the requirement of the study as you are teaching Grade 1 IsiZulu speaking learners in English which is not their mother tongue. The study targets a maximum of 6 Grade 1 teachers as participants.6 prospective participants will be from 3 different schools which means 2 participants will be from your school.

Your role in the study, should you agree to participate, would be that of an interview in the semi structured interviews which will be used to collect data in the study. You will be requested to plan

and present a lesson either on Mathematics, Language or Life Skills which will be observed and used as the second data collection strategy. Your other responsibility would be that of providing some documents to be analysed. Those documents include the school's language policy, your lesson plan, learners formal and informal assessment books and assessment record sheet. The expected duration of participation in the study is about 2 to 3 months. One 30 minutes interview session followed by another one or two follow up session, depending on the need will be conducted. Classroom observation for a Mathematics, Language and/or Life Skills will be observed and some documents will be analysed during the visits.

Participating in this study is voluntary and are under no obligation to participation. Should you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw from the study at any time and without giving a reason.

Your benefit to the study is that you will get to know more about the language policy. You will also get an opportunity to revisit and assess the effectiveness of the strategies that you are using to enhance teaching and learning in your classroom and if need be, consider improving them.

There are no negative consequences for you as a participant in this study since you are not regarded as a vulnerable adult. The information that the researcher will be collecting is also not sensitive in any way. The only inconvenience I foresee is that which concerns the time that will be spent for the `collection of data through interviews. Learners in your classroom may also be affected in a minimal way by the presence of the researcher on the day of the lesson observation.

Your name will be recorded anywhere and no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

The researcher, her supervisor and the external examiners are the only people the researcher presumes will have access to the data. Your answer may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Your anonymous data may be used for other purpose, such as a research report, journal articles and/or conference proceeding. Even if the report of the study may be submitted for publication purpose but the individual participants will not be identifiable in it.

Hard copies of your answers will be stored by the researchers for a period of five years in a locked cupboard/filling cabinet in the education offices in King Cetshwayo District for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subjected to further Research Ethics Review and approval if applicable. Hard copies will be shredded and the electronic copies will be permanently deleted from the hard drive using a relevant software programme.

Unfortunately there are no incentives of any kind that the research has in store for you should you agree to participate in the study.

This study has received written approval from the Research Ethics Committee of the both the Department of Education in KwaZulu Natal and of UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

If you like to be informed of the final research findings, please contact M.M Sibisi on 0733654504 or email cbcmm@yahoo.com. The findings are accessible from December 2019. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Mrs M.M Sibisi at 0733654504 or through Email. The email address is cbcmm@yahoo.com. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor, Dr. Margaret M. Maja. Her contact details are as follows: 084 479 7293 (Cell phone number) and majam@unisa.ac.za (email address).

Thank you for taking time to read this information sheet and for participating in this study.

I thank you.

_____

M.M. Sibisi

Appendix E: Participants' Consent Form

CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have gad sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recordings of the interview s and I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print): _____

_____ _____

Participant Signature Date

Researcher's Name & Surname (please print): _____

_____ _____

Researcher's signature Date

Appendix F: Interview Protocol

INTERVIEW PROTOCOL

RESEARCH TITLE: ENGLISH AS LANGUAGE OF LEARNING AND TEACHING (LOLT) TO GRADE 1 ISIZULU-SPEAKING LEARNERS

SEMI-STRUCTURED INTERVIEW QUESTIONS

Time: ---------- Venue: ----------

Interviewer: M. M. Sibisi Interviewee: ----------

Duration: 30-45 minutes

Description of the study

(a) The aim of this study was to explore the use of English as the LoLT in teaching Grade 1 isiZulu-speaking learners.

(b) My aim is to interview teachers about the teaching of English LOLT in their classrooms.

(c) The researcher will use pseudonyms to protect teachers' confidentiality.

(d) The intended duration of the interviews is 30 – 40 minutes.

(e) Tape recorder will be used during the interviews.

Objectives 1:

To examine the teachers' experiences of using English as the LoLT.

1. Tell me about your teaching experience.

2. How long have you been teaching Grade 1 in this school?

3. Since when are you using English to teach Grade 1 learners?

4. What can you tell me about the Language policy of the school?

5. Are the parents aware of the language policy and how are they made aware of it?

Objective 2:

To investigate strategies teachers use in teaching English as the LoLT..

6. How do you find using English in your class? Tell me about your successes and/or challenges of it?

7. How do your learners experience the use of English?

8. Are the learners able to understand the language?

9. What can you tell me about the learners' participation in the classroom? Do they respond to the questions asked and/or perform the activities that they are required to do?

10. Do you code switch and if you do, how often do you do it?

11. Can you share with me the strategies that you are using which lead to your successes?

12. How do you mitigate the challenges that you encounter when experiencing challenges?

13. Do you think the language of learning and teaching you are using is of benefit in any way to your learners? And why do you think so?

14. Would you recommend the use of English as LOLT to other IsiZulu speaking Grade 1 classrooms? Can you give reasons for that?

Appendix G: Observation Protocol

OBSERVATION SCHEDULE

English as Language of learning and teaching to isiZulu-speaking learners in Grade 1 class

Setting: Grade 1 classroom
Role of the observer: Lesson Observer
Length of the observation: The entire period

Subject: _____
Topic: _____

What to observe	Description of what to observe	Reflective notes (insights, hunches, themes)
1. Classroom Environment	a. The classroom displays. b. Learner sitting arrangements and peer relationships. c. General attitude of learners towards learning.	
2. The Use of English	a. English for communication. b. English for instruction	
3. Instructional Strategies	a. Level of teacher preparedness b. Teacher's awareness of and attempt to address learners' needs. c. The use of picture and/or real objects to clarify some difficult English words to learners. d. Questioning strategies: The ability to craft relevant questions	

What to observe	Description of what to observe	Reflective notes (insights, hunches, themes)
	and the level of understanding of learners. e. Teacher's skill of crafting some activities to meet.	
4. Learner Engagement	a. Learners' level of participation in the lesson b. The ability of the teacher to sustaining learners' engagement throughout the lesson c. Learners' behaviour in a group, in pairs and as individuals.	

Appendix H: Language Editing Certificate

EDITING SERVICES

To whom it may concern

This letter serves to confirm that editing and proofreading was done for

Maria Magdalene Sibisi

THE USE OF ENGLISH AS THE LANGUAGE OF LEARNING AND TEACHING (LOLT)

TO GRADE 1 ISIZULU-SPEAKING LEARNERS

Magister Educationis

Department of Curriculum and Instructional Studies

University of South Africa

Supervisor: Dr M.M. Maja

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28 January 2019

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Appendix I: An Example of Teachers' Interviews Transcription

SEMI-STRUCTURED INTERVIEW QUESTIONS

Time: 14:30 **Venue: Grade 1 Classroom A**

Interviewer: M. M. Sibisi **Interviewee: Teacher 1, School A**

Duration: 30-45 minutes

Interviewer: Tell me about your teaching experience.

Interviewee: I enjoy teaching though I am still new in the field. I love children.

Interviewer: How long have you been teaching Grade 1 in this school?

Interviewee: I have been teaching for six months.

Interviewer: Since when are you using English to teach Grade 1 learners?

Interviewee: I found the school using English as LoLT in teaching Grade 1 classes.

Interviewer: What can you tell me about the Language policy of the school?

Interviewee: We use English in teaching

Interviewer: Are the parents aware of the language policy and how are they made aware of it?

Interviewee: They know (pause), a meeting with the parents was held and they were told about the changing of LoLT in the school.

Interviewer: Who decided on the LoLT at your school?

Interviewee: Parents in our school were told about the change of the LoLT when the new principal takes over in 2013. They are very much excited about the school being an English LoLT school.

Interviewer: How do your learners experience the use of English as LoLT?

Interviewee: Grade R is teaching in English. So, they come to Grade 1 with the background of English from Grade R.

Interviewer: How do you experience the use of English as LoLT?

Interviewee: Yes, I enjoy, I am happy. I find it easy to teach them in English, or maybe I must say, it is possible. Even learners are excited, they even communicate in English.

Interviewer: Are the learners able to understand the language?

Interviewee: Some learners do not find it challenging to be taught in English. Many learners enjoy being taught in English. It is because they were taught in English even in Grade R.

Interviewer: What can you tell me about the learners' participation in the classroom? Do they respond to the questions asked and/or perform the activities that they are required to do?

Interviewee: It takes time for them to understand a new concept. Some are so bad in such a way that I wish to refer them to a special school. The lesson is sometimes repeated which is time-consuming and had a negative impact on the curriculum coverage. Learners are slow in writing which mandates the teacher to give them more writing time.

Interviewer: Do you code switch and if you do, how often do you do it?

Interviewee: Mh! Code switching, yes, sometimes.

Interviewer: Can you share with me the strategies that you are using which lead to your successes?

Interviewee: I bring some resources e.g. pictures and real objects, I arrange learners in groups so that they can help each other and sometimes I let my learners to memorise the work.

Interviewer: How do you mitigate the challenges that you encounter when experiencing challenges?

Interviewee: I do not get much challenge unless if the learner is a slow learner. Learners from other schools are struggling. 12 out of 87 learners are struggling with

understanding English. Most learners that are struggling are coming from other schools.

Interviewer: Would you recommend the use of English as LoLT to other IsiZulu speaking Grade 1 classrooms? Can you give reasons for that?

Interviewee: Yes, I recommend the use of English LoLT. IsiZulu is difficult, the terminology is difficult, for example, the word ‘unxantathu’ (a triangle) is difficult for learners. It is better if it is said in English.

Interviewer: Do you think the language of learning and teaching you are using is of benefit in any way to your learners? Why do you think so?

Interviewee: Learners understand English at an early stage in preparation for Intermediate Phase.

Appendix J Turnitin Report

Turnitin

Turnitin Originality Report

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The use of English as the LoLT to Grade 1 IsiZulu speaking learners By Mm Sibisi

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